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ABSTRACT

This document presents a programed self study course that, while not time consuming, will provide the indepth teaching that adult 4-H leaders need to function effectively. Each unit, or paragraph of information is followed by one or more multiple choice questions with four alternative answers. A statement of the correct answer and a short explanation, if needed for understanding, follows each question. The program is divided into ten chapters which cover: information to justify the expenses of 4-H Club and its role; basic principles of designing and planning educational programs; meeting formats and guidelines for delegation of authority; description and evaluation of teaching and learning methods; objectives of 4-H teaching methods; youth behavior and growth patterns; motivation of youth; parent cooperation; relationships between the club and the community; and the use of ccmmunity resources to create a climate for leadership development in the community. (PT)

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Self Study Course for

ADULT 4-H LEADERS

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SELF-STUDY COURSE FOR ADULT 4-H LEADERS

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1.	Why 4-H	Wilbur F. Pease, New York
2.	Planning the 4-H Program	Dale Apel, Kansas
3.	The 4-H Club Meeting	George Foster, Tennessee
4.	Learning Experiences	Elaine Skucius, Nebraska
5.	4-H Teaching Methods	Mildred Fizer, West Virginia
6.	How Youth Grow Up	George P. Rowe, Missouri
7.	Motivations of Youth	Joe T. Waterson, Michigan M. Amalie Vasold, Michigan
8.	Parent Cooperation	Jack M. Tyree, Virginia
9.	4-H in the Community	Edward F. Schlutt, Texas
10.	Resources to Help You	Laura G. Cooley, California

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PREFACE

Self-Study Course for Adult 4-H Leaders

Well informed adult 4-H leaders are essential for the success of the 4-H club. Often, however, the in-depth teaching that leaders need to function effectively is too time-consuming for the county extension agent to provide on an individual basis. In addition, meetings on a group basis are frequently inconvenient for busy leaders.

A new teaching technique called "programmed instruction" offers promise in solving this problem. Use of this technique permits each person to study at his own convenience and at his own rate. Material in this self-study course for 4-H leaders has been "programmed." This means that each chapter has been divided into small units of information. Each unit, or paragraph of information, is followed by one or more multiple-choice questions with four alternative answers. A statement of the correct answer and a short explanation, if needed for understanding, follows each question. The meaning of programmed instruction should become clear as you read the directions for studying this course on the following page.

Directions:

This course is a self-study course. You are to read the program as you would any other reading material. For best results from the study of this material, we suggest that you follow these steps:

1. Read the numbered paragraph carefully.
2. Read the multiple choice question(s) which follow the paragraph.
3. Pay special attention to the correct answer (marked with an asterisk).
4. Repeat this procedure throughout each chapter.

Now try the following example:

The 4-H emblem is a green four-leaf clover with a white "H" on each leaf. This "H" represents the development of head, heart, hands, and health.

The 4-H emblem is	
a. a silver cross.	c. a green three-leaf clover.
*b. a green four-leaf clover.	d. a four-pointed star.

b. the 4-H emblem is a green four-leaf clover.

The "H" on each leaf represents the development of	
a. hope, health, honor, and heart.	*c. head, heart, hands, and health.
b. strong bodies.	d. youth leadership

c. the "H" represents the development of head, heart, hands, and health.

If you follow the directions as given, you would have read the paragraph and then read the multiple choice question following the paragraph paying special attention to the correct response. You would then have followed the same procedure for the second question.

As you study the following chapters, take your time and read carefully. We hope you enjoy the program and find this a profitable experience.

1

Why 4-H

Do modern, competent schools render educational clubs obsolete? Should 4-H Clubs become primarily social organizations and leave education to the school system? If 4-H is to be effective it must not parrot the school, but complement, supplement and reinforce the educational programs of other institutions.

The following chapter cites information to justify the unique experiences of 4-H. The 4-H Club is not an unnecessary luxury; it plays a vital role in today's progressive society.

1 The overall purpose of education is to give youth the experiences, knowledge and skills they need to become competent, responsible adults. Since about 1945, however, rapid changes have placed this purpose in a new perspective. It is no longer possible to predict with reasonable accuracy all the qualities that youth will need for successful living. Research and technology make information and skills obsolete in a relatively short time.

The rapidity of change has

a. eliminated the need for 4-H.
b. changed the overall purpose of education.
*c. placed the overall purpose of education in a new perspective.
d. not affected youth as much as adults.

c. placed the overall purpose of education in a new perspective. Changed the perspective for education because of the inability to accurately predict all the skills needed to be a successful adult.

The qualities youth need to become responsible adults

*a. are difficult to predict with complete accuracy.
b. have not changed since 1945.
c. cannot be learned in childhood.
d. can be learned only through formal education.

a. are difficult to predict with complete accuracy. Are not predictable because of constant change.

Knowledge and skills become obsolete in a short time because

a. they are not well learned in youth.
b. our educational system is lax.
*c. of changes in modern research and technology.
d. they cannot be realistically applied.

c. because of changes in modern research and technology. Because of the constant change resulting from modern research and technology.

2 The development of personality, attitudes and values is at least as important as acquiring information and specific skills. Success living today demands more emphasis on the development of sound personality and appropriate values than ever before. In this new setting, education has the purpose of helping youth behave intelligently. Youth must be educated to live successfully in new, changing and complex situations.

Today increased emphasis in education is being placed on

a. facts and knowledge.
*b. attitudes and values.
c. specific skills.
d. recall of information.

b. attitudes and values.

3 Even under the best of circumstances the educational efforts of the schools must be supplemented by those of the home, church, library, youth-serving agencies and other social institutions. The school alone cannot educate the child.

It is apparent that

a. schools can provide all of the necessary educational experiences.
b. practical experience should be de-emphasized in schools.
*c. school efforts should be supplemented by the work of other organizations.
d. our schools are not fulfilling their obligations.

c. school efforts should be supplemented by the work of other organizations. The home, church, library and other agencies and organizations can supplement the educational effort of the schools.

4 Federal and state legislation provide a legal basis for "why 4-H." The Smith-Lever Act of 1914 established Cooperative Extension and provided federal financial support in cooperation with state support. The Act and legislation since then clearly indicated work with youth as a part of Extension. States have enacted legislation which made them partners in support of Extension.

The Smith-Lever Act of 1914 and subsequent federal legislation have established

*a. cooperative state and Federal financial support of Extension work.
b. a fixed pattern for youth work.
c. a government work program for youth.
d. a set of requirements for joining 4-H.

a. Smith-Lever Act and other federal legislation established cooperative state and Federal financial support of Extension work.

5 Legislative mandate alone does not answer "Why 4-H" today. To be accepted, any program must continually earn respect and support by meeting new situations and needs. 4-H fulfills these requirements, and yet it cannot provide the entire solution to the problem of educating youth. The contributions of other youth-serving groups should be recognized, and judicious cooperation practiced.

The main justification for "Why 4-H" must be found in

a. federal legislation.
b. the methods used by 4-H.
*c. the contributions to youth education.
d. awards won by 4-H members.

c. contributions to youth education. The program must continually earn respect and support by meeting the changing educational needs of youth in cooperation with other youth groups.

The problem of youth education can be

a. solved by 4-H.
b. solved through the school system.
c. solved completely by 4-H in conjunction with other youth groups.
*d. lessened through 4-H programs.

d. lessened through 4-H programs.

6 One of the most unique features of 4-H today is the subject matter resource of the university of which 4-H is a part in each state. University resources are helpful to the 4-H leader in gaining information and skills and in developing attitudes and values. Such material can serve as a source for projects and learning experiences. Subject matter research by each 4-H leader is necessary to develop new topics and to identify weak program areas. Research stimulates curiosity and heightens motivation.

An effective 4-H leader will

a. refrain from using community resources.
*b. use university resources freely.
c. rely solely on his own experiences.
d. spend as little time as possible in research.

b. use university resources freely. The resources of a university of which 4-H is a part in each state provide a source from which both profit and learning experiences can be derived.

Subject matter research

a. has no place in 4-H work.
*b. adds new subject matter.
c. hinders the effectiveness of the 4-H leader.
d. is too complex for 4-H purposes.

d. adds new subject matter. Adds new subject matter and identifies areas in which new information is needed.

7 In many situations some previous experience is necessary to function effectively. The 4-H program offers youth a broad range of learning experiences directed toward a deeper understanding of people, ideas, places and things. Dr. Margaret Mead said of youth: "They need to discover how very wide the range of choice really is. They should be confronted with enough of the choices they could make to keep their decisions from hardening too soon or too narrowly." Other authorities support this position and feel that 4-H gives youth a wider range of voluntary choices and experiences than do other programs.

The broad range of experiences offered through 4-H

a. encourages dependence.
*b. deepens understanding.
c. assures maturity.
d. stimulates a narrow point of view.

b. deepens understanding. Help to deepen youth understanding of the complexities of living.

8 4-H provides a broad and varied range of opportunities for members to work with adults and youth of diverse backgrounds. The 4-H program provides natural situations which help members to understand, accept and work with persons different from themselves. These experiences help break down barriers.

4-H emphasizes the opportunity for members to work with adults and youth	
a. from different countries.	c. of the same age.
*b. of diverse backgrounds.	d. with the same vocational goals.

b. of diverse backgrounds. 4-H provides broad and varied experiences in working with adults and youth of diverse backgrounds.

9 4-H provides a wide range of leadership opportunities for both youth and adult leaders. The teaching concepts and principles for learning of leadership develop positive attitudes toward the acceptance of responsibility. Leadership skills are gained through group practice in carrying out 4-H programs. The identification of latent leadership and the development of it has been called the greatest contribution of 4-H.

A major contribution of 4-H is made through the identification of	
*a. latent leadership.	c. malnutrition.
b. juvenile delinquency.	d. scholastic ability.

a. latent leadership.

The teaching of concepts and principles of leadership	
a. is beneficial to 4-H adult leaders only.	c. identifies latent leaders through testing procedures.
b. helps develop a reluctance to accept responsibility.	*d. helps develop positive attitudes toward accepting responsibilities.

d. helps develop positive attitudes toward accepting responsibilities.

10 In a society which limits work experiences for youth, 4-H projects provide real-life work experiences in many areas. Work experiences contribute to an individual's growth in general adjustment, financial help, employment opportunity exploration, and adjustment to the social environment. For example, a youth's interest in his project work makes more specific and meaningful a study of employment opportunities in related businesses. Study of particular jobs and the member's personal relations to such positions can be enlivened by trips to business establishments.

The primary objective of 4-H projects is to provide	
*a. real-life work experiences.	c. leadership training for adults.
b. busy work for young people.	d. publicity for 4-H activities.

a. real-life work experiences. Real-life work experiences for youth are provided in many areas.

The study of jobs and how they relate to members can be made more interesting through

a. assigned projects.
*b. field trips.
c. individual research.
d. adult leaders' lectures.

b. field trips. Field trips add reality to the study of jobs by members.

11 The 4-H program effectively integrates the learning of skills and information with the development of personality, attitudes and values. The subject matter, methods and learning experiences used in 4-H facilitate integrated learning. A 4-H member working on a project gains information by testing different alternatives. In this way, he develops an appreciation for the scientific method of inquiry. 4-H projects enhance the member's confidence in his abilities and develop attitudes and values which contribute to personality development.

The learning of skills and information and the development of personality, attitudes and values are

a. too complex to be dealt with in the 4-H program.
*b. effectively integrated within the 4-H program.
c. outside the scope of 4-H program.
d. isolated within the 4-H program.

b. effectively integrated within the 4-H program. The learning of skills and knowledge and the development of personality, attitudes and values is best accomplished in an integrated manner.

Which of the following is <u>not</u> a benefit which the 4-H member gains from project work?

a. developing an appreciation for the scientific method.
b. enhancing member's confidence in his abilities.
*c. allowing members to develop one method of inquiry.
d. contributing to personality development.

c. allowing members to develop one method of inquiry.

12 4-H complements, supplements and reinforces the educational programs of schools, homes and other institutions. It does this by relating all learning to real life: 1) by providing wide range of voluntary choices available to 4-H youth and making the work meaningful, encouraging study, and practice of what is learned, 2) by tying the "Why" of 4-H to actual observations and practices, 3) by stimulating curiosity and the attitudes of inquiry.

The educational programs of schools, homes and other institutions are not

a. reinforced by 4-H.
b. supplemented by 4-H.
*c. replaced by 4-H.
d. complemented by 4-H.

c. replaced by 4-H. 4-H does not replace other educational programs but it reinforces, supplements and complements them.

Which of the following is not a way in which 4-H relates all learning to real life?

a. offers a wide range of voluntary choices.
b. provides concrete observation and practice.
c. stimulates curiosity and the attitude of inquiry.
*d. controls the learning process by the use of financial reward.

d. controls the learning process by the use of financial reward. Financial gain does not control learning for the 4-H members.

13 Citizenship education is an example of how 4-H relates all learning to real life. In many instances there are inadequate opportunities for democratic participation of youth in community activities. Through the local club and action programs, 4-H provides a laboratory for such practice which relates learning to life.

Citizenship education provides an example of how 4-H

*a. relates learning to real life.
b. encourages immaturity.
c. is dependent upon community relations.
d. encourages rash decisions.

a. relates learning to real life. Makes learning real through providing practical laboratories.

14 To reach the highest potential educational values of 4-H, leaders must skillfully blend subject matter, methods, experiences, and relationships with individuals and groups. Leaders and members must recognize and make the adjustments necessary to meet new situations and needs. In achieving these goals, 4-H will merit respect and support as an educational program.

The task of 4-H leaders is most accurately described as

*a. skillful coordination of many activities.
b. permissive control.
c. theoretical instruction.
d. vocational guidance.

a. skillful coordination of many activities. Skillful blending of subject matter, methods, experiences and relationships with individuals and groups.

To merit respect and support as an educational program, 4-H should

a. relate learning to real life.
b. encourage combinations of subject matter, methods, experiences and relationships.
c. recognize the needed adjustments for new situations.
*d. all the foregoing.

d. all the foregoing. 4-H should supplement, complement and reinforce the efforts of other educational institutions which include relating learning to real life, encouraging broad experiences and adapting to new situations.

2

Planning the 4-H Program

The question, "Why 4-H?" was answered by detailing the numerous values of 4-H -- both educational and social. Full utilization of these potential values requires a well-planned, balanced 4-H program. The careful design of learning opportunities should reflect the needs, interests and characteristics of the members and their environment.

In this chapter, some basic principles of designing educational programs, including discussion of who should do the planning and specific suggestions, will be reviewed.

1 Careful thought in designing local 4-H programs is needed to provide 4-H opportunities which will be attractive and interesting to members. Systematic planning helps provide a balanced variety of activities for boys and girls with different interests. Involvement of leaders, members and parents in program planning keeps everyone informed and interested.

Systematic program planning of 4-H activities	
a. is usually not necessary.	*c. provides a balanced variety of activities.
b. leaders to too much formality in the program.	d. is not usually attractive to the members.

c. provides a balanced variety of activities.

Who should be involved in program planning?	
a. leaders.	c. members.
b. parents.	*d. all the above.

d. all the above--leaders, members and parents should all be involved in program planning.

2 A local 4-H program is defined as the total educational efforts of a 4-H club or informal group. Plans for educational efforts should be developed near the beginning of the 4-H year. Because this development is a continuous process, however, these plans may be modified frequently. The group's experience with ongoing activities will continuously alter the initial plan.

The main theme of the definition of the local 4-H program is	
a. community service.	c. recreation.
b. vocational guidance.	*d. education.

d. education--the total educational efforts of a 4-H club or group define the local 4-H program.

3 The continuous process involved in the development of plans for educational efforts of the local 4-H program involves a series of five steps: 1) studying the situation, 2) identifying problems or needs for change, 3) setting of goals or objectives, 4) designing and conducting learning experiences and 5) measuring progress and evaluation of results.

Which is not one of the five steps involved in the development of plans for educational efforts of the local 4-H program?	
a. studying the situation.	c. measuring progress and evaluating results.
b. setting goals or objectives.	*d. consulting national 4-H leaders.

d. consulting national 4-H leaders.

4 Knowledge of the broad objectives of the 4-H program is desirable when surveying the situation to determine opportunities for 4-H program efforts. These broad objectives define areas of responsibility for 4-H educational efforts and provide a framework in which to examine situational information. They are not intended to be used as a rigid guide to be followed closely.

A knowledge of broad objectives of the 4-H program is desirable in order to

a. plan recreational activities of the members.
b. tailor-make the program to fit each individual's needs.
*c. determine opportunities for 4-H program efforts.
d. conform to national guidelines for 4-H programs.

c. determine opportunities for 4-H program efforts.

Broad objectives of the 4-H program

a. are usually not pertinent to individual clubs.
*b. provide a framework in which to examine situational information.
c. should be modified by the adult leader.
d. should be followed rigidly in designing local club programs.

b. provide a framework in which to examine situational information.

5 Broad objectives for the 4-H program have been stated generally by national 4-H officials in the U. S. Department of Agriculture. While there may be some geographical variations in objectives, most locally determined objectives would fit within national objectives.

4-H officials in the U. S. Department of Agriculture have stated

*a. broad objectives of 4-H.
b. justifications for 4-H.
c. specific rules for 4-H members.
d. general sources of 4-H information.

a. broad objectives of 4-H.

Most local 4-H objectives would fit within the national objectives even though there may be some _____ variations.

a. international.
*b. geographical.
c. serious.
d. undetermined.

b. there may be some geographical variations.

6 The broad objectives of 4-H aids in defining the situational information to be studied in 4-H program development. The situational information to be studied can be classified in two parts: 1) information about needs and interests of boys and girls to be involved in the program; 2) information about community in which the 4-H program is to be conducted.

Situational information to be studied in 4-H program development can be classified into _____ parts.

a. three.
b. four.
c. six.
*d. two.

d. two parts--information about boys and girls and information about the community.

7 Situational information about boys and girls in the community who will be involved in 4-H should include facts on their age, places they live, their friends, and their developmental needs and interests.

Situational information about boys and girls in the community should include

a. their age.
b. places they live.
c. their needs and interests.
*d. all the above.

d. all should be included.

8 Some of the information about boys and girls will be the same for most children of their general age level wherever they live. For example, ten year olds are usually restricted to their neighborhood, they want to belong to gangs of their own age and sex, they like symbols and regalia, they accept rules and regulations, they have a short interest span and less ability than older boys and girls to see a long task through to completion. They are eager, enthusiastic and easily motivated.

Ten year old boys or ten year old girls would be most likely to vary with regard to

a. interests in the opposite sex.
b. their acceptance of rules and regulations.
c. their interest in gangs.
*d. height and weight.

d. height and weight--they are not as likely to vary with regard to the other three if they are the same age.

The following cannot usually be said about boys and girls ten years of age. They

*a. can see long tasks through to completion.
b. accept rules and regulations.
c. are easily motivated.
d. have a short interest span.

a. they cannot see long tasks through to completion.

9 On the other hand, some information about boys and girls may vary quite markedly from one community to another, and from one individual to another. Health habits, nutrition and attitudes vary among different communities. In addition, there is a wide variation among children in the same community in maturational level, emotional and physical development, personality, intellectual level and interests.

Information about health habits of boys and girls

a. is completely constant across one age level.
*b. may vary for children of the same age in different localities.
c. will be the same for most children of their age level wherever they live.
d. is impossible to classify due to individual differences.

b. may vary for children of the same age in different localities.

10 The second part of the situational information concerns the community in which the 4-H program is being conducted. Some relevant facts about the community may include information about family customs, employment opportunities, educational patterns, leisure time opportunities available and the extent of their use, extent of participation in other informal youth groups, density of population, extent of delinquency, community health patterns and work habits of parents.

The second part of the situational information concerns the

a. nation.
b. local government.
*c. community.
d. adults.

c. facts about the community in which the 4-H program is being conducted.

Which of the following cannot be classified as community fact?

a. family customs.
b. employment opportunities.
c. extent of delinquency.
*d. data on children's intellectual level.

d. data on children's intellectual level--is situational information pertaining to interests and needs of youth.

11 These facts about the general community as well as interests and characteristics of children in the community are important considerations for development of 4-H programs. Because these facts vary from community to community, local 4-H programs should vary also if they are to be successful in meeting needs of the community and needs and interests of young people. One reason for variation of 4-H programs within a community is because of differences among the people participating in it, such as differences among boys and girls.

Because the facts about the community and boys and girls in it vary from one community to another, the local 4-H program should

*a. also vary.
b. be rigidly planned.
c. should fit the leaders' needs.
d. always follow national guidelines.

a. also vary--local 4-H programs should also vary if they are to be successful in meeting the needs of the community and its young people.

12 A study of the situational information will uncover unsatisfactory situations as well as those in need of change. Once these problems have been identified, the local program designers must assume the responsibility of choosing which problems to solve. This selection or ranking according to priority sets the stage for the establishment of objectives.

The study of situational information will

*a. uncover unsatisfactory situations.
b. be helpful only for small 4-H clubs.
c. show who is responsible for unsatisfactory conditions.
d. show only satisfactory conditions.

a. uncover unsatisfactory situations and those in need of change.

It is the responsibility of the _____ to choose which problems to solve.

a. members only.
b. parents only.
*c. local program designers.
d. regional program designer.

c. the local program designers must assume this responsibility.

Objectives for the 4-H program are established

*a. by selecting and establishing priority of problems.
b. by the national offices.
c. prior to the 4-H year.
d. by the county agent.

a. the selection and priority of problems establishes objectives for the 4-H program.

Establishing a priority for problems

*a. precedes the establishment of objectives.
b. follows the selection of objectives.
c. is unnecessary for the establishment of objectives.
d. is not related to the establishment of objectives.

a. establishing a priority should set the stage for establishing objectives.

13 Objectives are set forth to define end results to be achieved in the 4-H program. They give direction to the 4-H program, provide continuity, and help to insure that the program is interesting and meaningful to children and to the community.

Objectives for a 4-H program do <u>not</u>

a. give direction to the program.
b. help to insure that it is interesting.
c. provide continuity.
*d. insure success of the program.

d. they do not necessarily insure the program's success.

14 Useful program objectives should indicate specifically who is to do the learning. Groups of boys and girls in the same community do not all have the same interests or the same objectives. The objective should be specific in indicating which group or sub-group of boys and girls is to be taught.

Program objectives should

*a. indicate who is to be taught.
b. not be stated explicitly.
c. provide minimum direction.
d. reflect the state leader's interest.

a. indicate who is to be taught.

Program objectives should indicate who is to do the learning because

a. this adds structure to the 4-H program.
b. parents have the right to know what their children are being taught.
*c. youth in the same community do not all have the same interests or objectives.
d. this aids in the evaluation of 4-H programs.

c. youth in the same community do not all have the same interests or objectives.

15 The level of change sought in the learner should also be indicated by the program objectives. Some of the different levels of change which can be achieved may be stated as changes in knowledge, understanding, ability, skill, interest and appreciation.

The level of change sought in the learner should be indicated by the

a. leader.
*b. program.
c. parents.
d. educational methods.

b. the program objectives should indicate the level of change sought.

16 A third item which should be specified in the statement of objectives is the content to be taught or the area of subject matter in which the change is to take place. Some of the content areas might be health habits, safety, nutrition, career exploration, getting along with others and physical development.

Which one of the following is ordinarily not included in a statement of objectives?

a. the learners.
b. the level of change sought.
c. the content to be taught.
*d. parents who are responsible.

d. parents who are responsible.

17 Structuring of learning opportunities is based on situational information. Learning opportunities provide the environment where learning experiences can occur. As members take advantage of these opportunities learning takes place.

Structuring of learning opportunities is based on	
*a. situational information.	c. members' interests.
b. parents' wishes.	d. community facilities.

a. situational information--items b, c, and d are all included under situational information and are all important.

Learning opportunities provide the _____ for learning experiences to occur.	
a. motivation.	c. need.
*b. environment.	d. means.

b. learning opportunities provide the environment where learning experiences can occur when the member participates.

18 Learning experiences are defined as interaction between the learner and external conditions in the environment. In 4-H terms, learning experiences consist of 4-H members actively participating in one or more of the various 4-H activities.

A learning experience can best be defined as	
*a. an interaction.	c. an opportunity.
b. an experiment.	d. a situation.

a. an interaction between the learner and external conditions in the environment.

In 4-H terms, learning experiences are based on	
a. interest.	c. motivation.
*b. participation.	d. ability.

b. active participation in one or more of various 4-H activities.

19 Program evaluation is the process of determining how much the 4-H member has changed his knowledge, attitudes, or skill in terms of objectives as a result of the learning experience.

4-H programs are evaluated in terms of	
a. the end results of projects.	c. participation in activities.
*b. changes in knowledge, attitude or skill.	d. increased maturity.

b. program evaluation is a process of determining how much the 4-H member has changed in terms of the objectives as a result of the learning experience.

20 Good evaluation yields an indication of the progress 4-H members have made in terms of objectives set at the start of the 4-H program. The leader and parents are in a better position than most county extension agents or county fair judges to know how much the member has learned in his 4-H experiences A still better evaluation team is a combination of the member, his parents and his leader.

A program evaluation includes a knowledge of the _____ the 4-H member has made in terms of the established objectives.

a. contributions.
b. exhibits.
c. effort.
*d. progress.

d. the progress of the member during the program is what is important.

Which of the following persons is in the poorest position to know how much the member has learned from his 4-H experiences?

*a. county fair judges.
b. leader.
c. 4-H member.
d. parents.

a. the county fair judge is in the poorest position to know this.

21 Judging of exhibits is not as good a method of program evaluation as is assessing progress toward objectives. Only the end result is considered in judging and not progress the member has made during the program. Allowances are not made for variation in the member's ability or environment at the start of the program. Nor does exhibit judging take into consideration possible variation in objectives set by individual members.

When exhibit judging is compared with progress evaluation it can be concluded that

a. neither is satisfactory.
b. both are equally good.
c. exhibit judging is better.
*d. progress evaluation is better.

d. the progress evaluation method is the more desirable method.

Exhibit judging is a poorer method of evaluation than progress evaluation because

a. allowances are not made for variation in the member's ability or environment.
b. variation in objectives set by individual members are not taken into consideration.
c. progress the member has made during the program is not considered.
*d. all the above.

d. all the above.

The major drawback of exhibit judging is that _____ is (are) not considered.

*a. progress.
b. end results.
c. contributions.
d. interest.

a. progress the member has made during the program is not considered.

22 Everyone should have a part in planning the 4-H program--members, parents, leaders and other interested persons. Involving people in planning increases their interest in 4-H. 4-H members, by participation, learn to work with others. Parent involvement enables them to better assist their children at home. Involvement also makes it easier to secure parent cooperation in leadership responsibilities.

Who should take part in program planning?

a. parents.
b. members.
c. leaders.
*d. all the above.

d. all of these people should have a part plus anyone else who is interested.

Parental involvement in planning the 4-H program

a. may alienate members.
b. is favored over leader involvement.
c. should be encouraged only with very young groups.
*d. increases their parental interest and cooperation in 4-H.

d. involving parents in 4-H increases their interest and their cooperation in leadership responsibilities.

23 Leaders and parents will do most of the program planning for groups of younger members. Younger members will become enthusiastic about participating in almost any activity involving their peers if the leader presents the idea in an interesting way. After the leader and parents have determined a number of possible activities, they may ask the members as a group to choose from among the possibilities.

For groups of younger members, who will do most of the program planning?

*a. leaders and parents.
b. leaders and members.
c. members and parents.
d. members and leaders and parents.

a. leaders and parents for younger groups.

Younger members will become enthusiastic about almost any activity if it involves their _____ and is presented in an interesting way.

*a. peers.
b. leaders.
c. junior leaders.
d. parents.

a. it is important for it to involve their peers.

Younger members should be allowed to

a. choose their own activities.
*b. choose among possible activities.
c. choose their own leader.
d. schedule their own activities.

b. choose among possible activities determined by their leaders and parents.

24 High school age boys and girls need less direction, guidance and assistance with designing of their program than do younger persons. Parents of high school age boys and girls should be active only "behind the scenes" in most cases. The leader's role should be one of advising rather than directing. Further, high school age boys and girls should select the adult to help them with development of their program.

Which is not true of high school age boys and girls in 4-H programs?

a. their parents should be active "behind the scenes."
*b. their leader should advise rather than direct.
c. they should choose their own leader.
d. they should have less direct guidance.

b. the leader should advise rather than direct.

25 A permanent or "standing committee" consisting of members, parents and leaders may develop the program for a group of junior high school age boys and girls or groups with widespread ages. Involvement of members in the planning process is important especially for junior high age and older boys and girls. In younger age groups the members may have their own project planning group assisted by a leader or junior leader who has done some pre-planning for them.

For junior high school age boys and girls the program should be sure to involve

*a. the members.
b. the leader.
c. parents.
d. educational leaders.

a. the members.

In younger age groups members may have their own project planning group assisted by a leader or junior leader who

*a. has done some pre-planning.
b. has finished high school.
c. is capable of controlling them.
d. represents the county extension office.

a. a leader who has done some pre-planning for them.

26 When planning with large groups of older or all-age children, each member should serve on a sub-committee handling separate aspects of the program.

When planning with large groups of older children or those of all ages each member should

*a. serve on a sub-committee.
b. become involved in the total program.
c. have direct supervision of the leader.
d. seek advice from his peers.

a. serve on a sub-committee handling separate aspects of the program.

27 Writing lists of problems, objectives to be achieved and evaluations to be made may help to establish order in planning procedures. These lists may be used to determine whether or not the plan was built properly.

The use of lists in program planning can best be described as	
a. time consuming.	c. mandatory.
b. unnecessary.	*d. useful.

d. lists may be useful for a variety of purposes.

Lists in program planning do not	
a. identify problems.	*c. evaluate the program.
b. state objectives.	d. provide a basis for judging the program's effectiveness.

c. lists should state the measures of planned evaluation, but will not be an evaluation in and of themselves.

28 Listing the various learning opportunities to be conducted during the year will: 1) enable the leaders to determine if the program meets the member's and community's needs and interests and 2) allow the leader to determine if there is a balance of activities during the year.

Listing the various learning opportunities to be presented during the year will enable the leader to determine whether or not	
a. the program meets the member's needs.	c. there is a balance of activities during the year.
b. the community needs are being met.	*d. all the above.

d. listing helps meet member's and community needs and interests and helps achieve a balance of activities.

3

The 4-H Club Meeting

The local 4-H program consists of a composite of individual 4-H club meetings. Careful planning of the total program, therefore, implies well organized, effective club meetings. No rigid framework for the ideal 4-H club meeting is possible; each local 4-H club is unique. All 4-H club functions, however, center around a main objective -- to help boys and girls.

Useful meeting formats, as well as guidelines for the delegation of authority are presented in this chapter. Various teaching methods are also described and evaluated.

1 An important aspect of the 4-H movement is the 4-H club meeting. The purposes of 4-H club meetings are to help boys and girls: 1) acquire new information about agriculture, home economics and related subjects, 2) learn creative use of leisure time, 3) develop social skills and 4) acquire desirable leadership and citizenship traits. 4-H clubers are thus given the opportunity to learn and practice decision making in group situations by using the knowledge and skills acquired at these meetings.

One of the three major purposes of 4-H club meetings is to	
a. raise money for the community.	*c. develop desirable leadership and citizenship traits in members.
b. create a learning situation in an academic atmosphere.	d. obtain publicity for the club.

c. develop desirable leadership and citizenship traits in the members.

In addition to developing social skills, the 4-H club meeting also helps members do all but which <u>one</u> of the following?	
a. learn creative use of leisure time.	c. learn and practice decision-making in group situations.
b. learn new information about agriculture, home economics and related subjects.	*d. learn about and understand foreign cultures.

d. learn about and understand foreign cultures--they may be an out-growth of a discussion, but it is not a direct purpose of the 4-H club meeting.

2 Although the local situation will determine what previous arrangements need to be made for the meeting some pre-planning is essential. Proper pre-planning acquaints the officers and committee chairmen with the agenda for the meeting and with what each is to do. With appropriate pre-planning the meeting will go more smoothly.

The previous arrangements which should be made for a meeting will be determined by the	
a. attitudes of the members.	*c. overall local situations.
b. attitudes of the parents.	d. national headquarters.

c. the overall local situation.

3 The leader should check on the progress of committees and make plans for appointing new committees as part of the pre-planning activity. Committees are usually very helpful in 4-H activities; they are most beneficial when the assignment is of vital importance to the club and the committee is properly supervised. Committees give more members learning experiences and broaden the scope of the club program.

Committees are beneficial in the running of a 4-H program when

a. every club member works on the committee.
b. the group leader assigns the individual topics to the members of the committee.
c. the committee is given no supervision.
*d. the assignment is of vital importance to the club.

d. when the assignment is of vital importance to the club.

4 County extension agents can advise the local 4-H club as to necessary officers and committees as well as the appropriate duties of each. These agents should be called upon as resources for guidance and reference materials by the local clubs.

County extension agents

a. may replace the leader in small clubs.
b. should confer with individual members.
*c. should be used as a source of guidance.
d. should appoint necessary committees.

c. County extension agents should be used by the local 4-H club for guidance and reference materials.

5 4-H club meetings should be conducted in an orderly manner. This is the responsibility of the leaders and officers. Each 4-H club has a slate of officers elected by the club members themselves. Leaders should help train and encourage each officer in fulfilling his responsibilities.

It is the officer's co-responsibility with the leaders to conduct an orderly meeting. These officers are

*a. elected by the club members.
b. appointed by the leaders.
c. trained by the out-going officers.
d. limited to president and vice-president.

a. elected by the club members themselves.

Club officers should receive _____ from the leaders.

a. payment.
*b. training and encouragement.
c. weekly evaluations.
d. all of the above.

b. training and encouragement.

6 The 4-H meeting place should be attractive, well lighted, and well ventilated. Seats should be arranged to create an atmosphere of informality and friendliness. More can be learned and better hearing and participation are encouraged through casual seating. Use of the American and 4-H club flags helps create a club setting. Such regalia helps create a spirit of belonging, an atmosphere of importance, and an air of expectancy.

Which of the following was not mentioned as creating a feeling of belonging, importance and expectancy to 4-H club meetings?

a. use of American and 4-H club flags.
*b. air of formality.
c. properly arranged seats.
d. attractive meeting place.

b. air of formality--an atmosphere of informality is beneficial.

7 Regular club meetings should be held at least once a month. Additional meetings may be in order depending upon interest and local customs. The well-planned program for each club meeting is very important. The program should be balanced among business, instruction, and recreation. The club members should help plan and conduct the program themselves, with the leader serving as their guide. Every member should be actively involved in some part of the program as often as possible.

Regular club meetings should be held

a. whenever necessary.
*b. at least once a month.
c. every week.
d. bi-monthly.

b. at least once a month.

A well-planned program for the club meeting should be a balance among business, _____ and recreation.

a. discussion.
b. individual activities.
*c. instruction.
d. physical exercise.

c. instruction--the other choices fall under one of these three main categories.

With regard to regular club meetings

a. several members should be put in charge of all programs.
*b. every member should be actively involved in some part of the program as often as possible.
c. the group leader should plan and conduct the program.
d. the program should be well balanced among business, instruction and discussion.

b. every member should be actively involved in some part in the program as often as possible.

8 Club members usually consider club meetings as being primarily recreational because of the interesting way the program is handled. As a general guide, however, it is suggested that the total meeting time be broken down into Business 10-25 percent, Instruction 50-60 percent, and Recreation 10-25 percent.

It is suggested that the meeting time be divided into

a. Business 50-65 percent.
*b. Instruction 50-65 percent.
c. Recreation 50-65 percent.
d. Instruction and Business 50-65 percent.

b. Instruction 50-65 percent--thus, the most time should be spent on instruction or learning.

9 Business--The business portion of the meeting usually begins with a brief inspirational period to help lift the thinking of everyone to a higher level of cooperativeness and unity. This period may incorporate a song, a poem, or any appropriate thought.

The business portion of the meeting usually begins with	
a. the reading of the minutes.	*c. an inspirational period.
b. a presidential address.	d. committee reports.

c. an inspirational period which promotes cooperation and unity.

10 The business portion of the meeting should be short and snappy. The minutes should be read and committee reports, if any, called for. Any complicated business should be referred to committees for their study and recommendations. The leader may present business matters to the club at this time, but his main function is to help the group think through the consequences of each alternative decision before a decision is made. Strict parliamentary procedure is not necessary; the members should use rules of courtesy. The business meeting should be a small democracy in action.

The business portion of the meeting should be	
*a. short and to the point.	c. routine and formal.
b. long and complex.	d. detailed and orderly.

a. short and to the point.

The leader's main duty during the business meeting is to	
a. present business matters to the club.	c. read committee reports.
*b. help the group realize the consequences of decisions.	d. see that the meeting starts on time.

b. to help the group realize the consequences of decisions.

During the business portion of the 4-H club meeting	
*a. committee reports are given.	c. strict parliamentary procedure is observed.
b. complicated business is discussed.	d. the leader acts as president.

a. committee reports are given.

11 Instruction Session--The instruction session is designed to help the members learn more about the subjects of genral interest in the entire 4-H club program. At least one good 4-H idea should be presented so completely that it will stand out in the memory of each club member. Movies, demonstrations, project studies, fairs, field trips, and other audio-visual methods are helpful. 4-H club teaching is unique--it is "learning to do by doing." Good 4-H teaching employs seeing, hearing, and doing.

The primary purpose of the instruction session is to

a. help plan better business meetings.
*b. help members learn more about subjects of general interest in the 4-H club program.
c. plan services that will aid the community at large.
d. teach leadership techniques to younger people.

b. help members learn more about subjects of general interest in the 4-H club program.

12 The instruction session may utilize a demonstration, which is simply showing how something is done. This is the basis of 4-H club teaching which emphasizes "learning to do by doing." There are five steps involved in the use of a demonstration: 1) planning--deciding on the subject; 2) preparation; 3) the demonsration; 4) try out by members; 5) testing--can they do the job.

The emphasis in 4-H teaching is on

a. seeing.
b. hearing.
c. talking.
*d. doing.

d. doing--members learn by doing the things they have seen and heard in the meetings.

Which of the following is not listed as a step involved in the use of a demonstration?

a. testing.
*b. revision.
c. preparation.
d. planning.

b. revision.

13 Demonstrations may be given by the leader or 4-H club members. As soon as possible members should be trained to put on their own demonstrations. Most demonstrations consist of three parts: 1) Introduction--explain the purpose of the demonstration; 2) Body--outline subject step-by-step; and 3) Summary--review important points, give opportunity for questions.

With regard to demonstrations it is desirable that

*a. all 4-H club members should be trained to put on the demonstration.
b. only 4-H club leaders should put on the demonstrations.
c. demonstrations should be put on by members who are experts in their field.
d. whenever possible outside experts should give the demonstrations.

a. all 4-H club members should be trained to put on the demonstration.

Most 4-H club demonstrations

a. should be conducted by the leader.
b. take place within the business portion of the meeting.
c. should be simple enough so that members do not have to ask questions.
*d. consist of three parts--Introduction, Body and Summary.

d. consist of three parts--Introduction, Body and Summary.

14 If a demonstration is given by two or more members working together it is called a team demonstration. Team members must be fairly well natched as to ability, interests, age, size, years of club work, and strength of voice. They must be cooperative, interested in the subject, and have time to study and practice together. The team members also must want to give the demonstration.

In regard to Paragraph 14, which of the following is not true?

*a. a team demonstration should always be given by 2 club members.
b. team members must have time to study and practice together.
c. team members must be matched by the leader as to ability.
d. members of a team demonstration should be matched as to years of club work.

a. team demonstrations should always be given by 2 or more club members--more than 2 members may work together.

15 Choosing a good topic for the demonstration is very important. If a definite subject is not assigned, the group leader may be of help. An interesting, purposeful topic suited to the occasion should be chosen. The selected topic should also be one that the members are familiar with and one which can easily be demonstrated step-by-step. The demonstration should be limited to one idea.

In choosing a topic for the demonstration which of the following does not apply?

a. limit the demonstration to one idea.
*b. choose a topic that will be new to the members.
c. choose a topic that can be easily demonstrated.
d. choose an interesting, purposeful topic.

b. choose a topic that will be new to the members. Choose a topic that is familiar to the members.

16 The most successful demonstrations are those reflecting the ideas and plans of the club members with the leader advising only. In planning club members should list the processes to be discussed and these should be arranged into steps in logical demonstration order. Members also list materials and equipment they will need. Listing of important points in the planning stage will help members to be sure they have enough to say to keep the demonstration interesting and informative. Members should practice the demonstration throughly. When other club members help by making illustrative material or by offering suggestions, a cooperative spirit develops.

The most successful demonstrations are those in which the leader

a. directs the members.
b. plans the demonstration.
c. conducts the demonstration.
*d. advises the members.

d. the leader should advise the members.

A successful demonstration requires planning. In the planning stage

a. the leader should plan the demonstration.
*b. important steps should be arranged in logical demonstration order.
c. members should refrain from practicing together so the demonstration will be fresh.
d. members must not allow other club members to know their topic.

b. important steps should be arranged in logical demonstration order.

17 At the time of the demonstration, members should be prepared with all needed equipment. Charts and illustrations must be readable. A clear working surface is necessary if the audience is to see each step of the demonstration. Personal experiences help illustrate the point. When presenting the demonstration, club members should maintain a good posture and talk to the audience, making sure they can be heard. A natural, neatly groomed appearance is essential.

During the actual demonstration, participating members should

a. maintain a good posture.
b. list all necessary equipment.
c. talk to the audience.
*d. all the above.

d. all the above.

18 If only one person talks, he gives a speech or monologue; in a discussion everybody takes part. Discussions help 4-H members think more clearly and learn to talk and listen while others are talking. Thus youth learn by experence how to take part in public meetings and they develop confidence. 4-H club discussion groups may be any size but smaller groups are easier to handle. Discussions are especially suited for senior members, but they give all members a chance to express their ideas. Discussion gives members a chance to do their own thinking. Interest in a wide range of subjects may be sparked.

A discussion

a. is a talk by one member.
*b. develops confidence in the club members.
c. is easier to handle if a large group participates.
d. kills interest in other fields outside of the one under discussion.

b. develops confidence in the club members.

The main benefit of 4-H discussion is

a. avoidance of conflict between members.
b. better acquaintance among members.
*c. a chance to exchange ideas.
d. involvement of a large group of people in 4-H programs.

c. a chance to exchange ideas.

19 The topic under discussion should be treated in such a way as to challenge thinking. To start the discussion, a committee of club members might write up a few "agree and disagree" questions for each meeting. The questions could be on project work, community affairs, national issues or any matter of special interest to the age group.

The topic under discussion should

a. be assigned by the leader.
b. lead to serious disagreement.
c. be a topic of community importance.
*d. challenge thinking.

d. challenge thinking.

20 The discussion leader should be alert and likable making it easy for people to enter in the discussion. He should be acquainted with the topic, but he may have to depend on literature or on someone else in the group for additional information. He should make the group comfortable by starting off in a friendly, easy manner.

The discussion leader should

a. arrange the seating formally.
*b. rely on resources for information as necessary.
c. not start off in too easy a manner.
d. not elicit the help of other members.

b. rely on resources for information as necessary.

21 The instruction session may be improved by utilizing any good teaching method. However, emphasis is placed on demonstrations, discussions, field trips, movies, colored slides, plays, charts and posters, and judging. Members under the leader's guidance should utilize every opportunity to make field trips. These include visiting projects, studying farming, visiting business, etc. County extension agents can furnish the club with movies, colored slides and snapshots. Club members should be encouraged to take and show pictures of their projects. Plays can be developed to illustrate a point pertinent to club problems. Judging is a teaching method that develops knowledge and ability to make decisions. Judging teaches standards through study and discussion of the qualities desirable in a product, article, or animal. Through these methods members learn to observe carefully, to express their ideas and to appreciate the opinions of others.

To improve the instruction session

*a. any good teaching method may be utilized.
b. emphasis is placed on lectures on community projects.
c. a formal seating arrangement is recommended.
d. a classroom atmosphere should be maintained.

a. any good teaching method may be utilized.

Judging is designed to teach

a. fair play.
*b. standards.
c. authority.
d. rules.

b. standards--through study and discussion of desirable qualities.

22 The recreational portion of the meeting gives an opportunity to leave a "good taste in the club member's mouth." Recreation distinguishes the 4-H club meetings from other education activities, e.g., school classes. The recreation chairman should have the job of selecting and directing the games. At least one new game a month will add interest. Each club meeting should have some active games. Challenges, group singing, dodge ball, relays, guessing games, table games, and singing games can be fun. Group singing can set the mood of the meeting and help prepare the members for the next activity.

The recreational portion of the 4-H meeting

a. should be directed by the leader.
b. should compose 50 percent of the meeting.
c. is desirable only with younger members.
*d. distinguishes the 4-H club meeting from other educational activities.

d. distinguishes the 4-H club meetings from other educational activities.

23 Many clubs serve refreshments at meetings, although they are not essential. The learning experience for the boys and girls who select, prepare, and serve the refreshments is the prime concern. Club members should learn how to select simple, nutritious, inexpensive refreshments and how to serve them graciously. Parents can and should help by giving suggestions and guidance.

Within the recreational portion of the 4-H club meeting

a. refreshments are essential.
b. proper nutritious food is the prime concern in refreshments.
c. refreshments are always served last so members won't lose interest.
*d. the learning experience of the members with regard to refreshments is a prime concern.

d. the learning experience of the members with regard to refreshments is a prime concern.

24 4-H club meetings should not be merely routine affairs. Responsible freedom of action on the part of club members is all important. Through the use of democratic club programs boys and girls will develop healthy habits of conduct. It is important to teach members to conduct the meeting with a minimum of adult direction, with as many members participating as possible. The order of the programs should be varied occasionally. Public programs to which parents and others are invited add interest.

4-H club meetings	
a. should be routine affairs.	c. are the responsibility of the leader.
b. should follow a consistent order of programs.	*d. should be run by the members with a minimum of adult direction.

d. should be run by the members with a minimum of adult direction and with as many members participating as possible.

25 The 4-H leader plays many different roles during the club meeting. Often he is a participator, joining in activities on an equal basis with the members. This gives the leader an opportunity to observe club members in a very natural situation. He may gain insight with which to help each individual develop to his fullest capacity. The leader may serve as an advisor--a person in the background helping guide members in leadership and decisions. The advisor helps each person understand his responsibility and helps the group think through the possibilities of all alternatives, but does not influence the decision. An advisor helps each individual develop confidence in himself. Above all, the 4-H leader is a teacher. He must teach not only skills but attitudes as well. Many leaders find it useful to keep a record of each member's participation and responsibilities.

The 4-H leader must play the role of	
*a. participator, advisor, and teacher.	c. participator, teacher, and president.
b. advisor, helper, and co-member.	d. co-member, teacher, and helper.

a. participator, advisor, and teacher.

4-H club leaders should participate with the members in club activities	
a. to make sure everything runs smoothly.	c. to involve all members in activities equally.
*b. to gain insight with which to help individuals.	d. all the above.

b. to gain insight with which to help members.

As an advisor, the 4-H leader

a. joins in activities on an equal basis with members.
*b. helps the group think through the possibilities of all alternatives but does not influence the decision.
c. must come out of the background.
d. must make major decisions for the club.

b. helps the group think through the possibilities of all alternatives but does not influence the decision.

As a teacher, the 4-H leader

a. concentrates on developing member's skills.
b. concentrates on developing member's attitudes.
c. may find it useful to keep a record of each member's participation and responsibilities.
*d. all of the above.

d. all of the above.

26 The 4-H leader has many helpers. Junior leaders can help younger members while becoming better leaders themselves. Several people in the community may serve as specific project leaders. Parents are also invaluable to the leader. Extension agents are always available and should counsel with the leaders. For example, they can provide the leader with recommended 4-H meeting outlines or agendas for your area.

Most 4-H club leaders find it helpful to

a. discourage parental influence.
b. work with younger members alone.
c. recruit specific project leaders from other states.
*d. counsel with extension agents.

d. counsel with extension agents.

27 The preceding paragraphs have clearly shown that there is no set outline or pre-established agenda for the ideal 4-H club meeting. Each local 4-H club operates as a small democracy with one main objective: to help boys and girls.

The ideal 4-H club meeting

*a. is a small democracy in action.
b. follows an established and rigid pattern.
c. employs a main objective defined by the location.
d. exists in theory only.

a. the ideal 4-H club meeting is a small democracy in action.

4

Learning Experiences

The effective use of the 4-H Club meeting as a teaching tool implies meaningful learning experiences for the 4-H members. It is important that the 4-H leader understand the relationship of the learning experiences to learning outcomes.

The present chapter is intended to aid in the understanding of the types of learning which are in the realm of the 4-H program and to present examples of planned learning experiences.

1 Boys and girls who join 4-H expect to learn because 4-H is an educational program for young people. The 4-H learning experience is intended to strengthen and broaden the education young people get from other sources. 4-H is intended to provide special learning experiences that are different from those of the home, school and church. The learning intended by 4-H may include learning to: 1) identify worthwhile objectives, 2) effectively support projects aimed at attaining the objectives, and 3) effectively lead projects aimed at attaining the objectives. This learning is different and special because to achieve these three objectives the learner must combine and use the learning from the church, the school, and the home.

Boys and girls who join 4-H expect to learn because 4-H is

*a. an educational program.
b. a program for young people.
c. under the direction of adults.
d. a continuation of school programs.

a. because 4-H is an educational program

The 4-H learning experience is intended to _____ and _____ the education young people get from other sources.

a. limit; define.
*b. strengthen; broaden.
c. define; repeat.
d. expand; evaluate.

b. 4-H learning strengthens and broadens learning from other sources.

4-H is intended to provide special learning experiences that are _____ those of the home, church and school.

a. similar to.
b. contradictory to.
c. derived from.
*d. different from.

d. learning experiences that are different from those of the home, church and school.

2 If the different and special learning experiences in 4-H lead to the intended educational goals, then 4-H is helping young people to become more effective citizens in a democratic society.

If the different and special learning experience of 4-H lead to the intended educational goals, then 4-H is

*a. helping youth to become more effective citizens.
b. giving youth an opportunity for expression.
c. doing as much as could be expected.
d. helping youth to mature earlier.

a. helping youth to become more effective citizens in a democratic society.

3 The objectives of a democratic society are to develop: 1) individual responsibility, 2) rewarding human relationships, 3) civic responsibility, and 4) economic responsibility. These are the worthwhile objectives taught to young people by 4-H.

Which of the following was not mentioned as one of the things that a democratic society would develop in individuals?

a. civic responsibility.
b. individual responsibility.
c. economic responsibility.
*d. parental responsibility.

d. parental responsibility was not mentioned as one of the main objectives.

4 4-H can teach young people how to select a worthwhile objective. 4-H teaches young people to select an objective on the basis of: 1) individual responsibility, 2) responsibility to other people, 3) civic responsibility and 4) economic responsibility.

Through 4-H youth learn to identify and select a(n)

a. proper vocation.
*b. worthwhile objective.
c. appropriate college.
d. friends with similar interests.

b. 4-H teaches youth how to select and identify a worthwhile objective.

5 In the selection of an objective to achieve, it might be helpful to teach some specific considerations. Some of these specific considerations could be: 1) What are some important unsatisfied needs of the individual and the community? 2) What achievable objectives could satisfy these needs? 3) Which objective will best satisfy the immediate and long-term requirements of the individual and the community? The specific considerations will, of course, <u>always</u> depend upon the unique situation.

The specific considerations for achieving a worthwhile objective will <u>always</u> depend upon the

a. size of group.
*b. unique situation.
c. community needs.
d. most satisfactory objective.

b. the unique situation--the other factors mentioned are some specific considerations.

6 After a worthwhile objective is selected, the next step is usually to achieve the objective. A project to achieve the goal must be organized and undertaken. If the project is to succeed in attaining the goal, it must be directly and effectively supported by the members. If the young people do not <u>recognize</u> the <u>responsibility</u> to support the project, the objective will not be achieved. 4-H can help young people recognize this responsibility in learning experiences.

If a project is to achieve the goal, it must be directly and effectively supported by the

*a. members.
b. community.
c. parents.
d. extension agents.

a. the members must directly and effectively support the project.

4-H can help young people to recognize their _____ to support the project in learning experiences.

a. motivation.
b. need.
*c. responsibility.
d. ability.

c. 4-H can help youth to recognize their responsibility to support the project.

7 How the individual can most effectively support a project is determined by considering the same factors which were used in the selection of the project and by considering the nature and objective of the project. Selecting the most effective way to support a project is based upon: 1) the individual's responsibility to himself, 2) the individual's responsibility to other people, 3) the individual's economic responsibility, 4) the individual's civic responsibility and 5) the nature and objective of the project. The relative importance of these and other factors will be dependent upon the particular individual and the particular situation.

The relative importance of the factors considered in how to most effectively support a project will be dependent upon the particular _____ and _____.

a. situation and project.
*b. individual and situation.
c. project and individual.
d. all of the above.

b. the particular individual and situation.

8 In many situations, when the individual considers his responsibilities and objectives, he will find that the most effective way to support a project is to be responsible for seeing that an objective is achieved, that is, to be responsible for leading the project. Because leadership activity is very important to the person and the community, it is especially important for 4-H to teach young people to lead effectively.

In many situations the most effective way to support a project for an individual is to

a. delegate responsibility.
*b. be the leader for the project.
c. assume others' responsibilities.
d. select a leader for the project.

b. to assume the leadership responsibility for the project.

It is especially important to teach young people to lead effectively because leadership activity is

*a. important to the person and the community.
b. the most important consideration in 4-H.
c. always a desirable activity in our society.
d. always important to the individual.

a. leadership activity is important to the person and the community.

9 The leader's purpose in 4-H is to provide successful 4-H learning experiences. To provide these experiences, the leader must take the initiative in the learning and provide guidance and anything else required to make the learning situation successful. The 4-H leader is responsible for providing an opportunity for young people to learn to be effective citizens in a democratic society.

The leader's two main roles in 4-H learning experiences are	
a. initiative and control.	*c. initiative and guidance.
b. guidance and control.	d. guidance and evaluation.

c. initiative and guidance.

10 A successful 4-H learning experience is a learning experience in which young people learn to be responsible for <u>selecting</u> an individual or group objective, learn to be responsible for <u>supporting</u> an individual or group project, or learn how to <u>lead</u> a project.

In successful 4-H learning experiences young people are taught which three functions in regard to projects?	
a. selecting, supporting and deciding.	c. deciding, leading and supporting.
*b. selecting, supporting and leading.	d. selecting, deciding and leading.

b. they are taught to select, support and lead projects.

11 There are two important factors in "engineering" a successful learning experience: 1) the learner and 2) the objective to be taught. A learning experience is an experience that is prepared so that a learner of some level of experience, ability, motivation, etc., successfully completes a task that will teach the objective. It is the responsibility of the 4-H leader to know the learner, know the objective, and to guide a learning experience task which will attain the objective.

The two important factors in "engineering" a successful learning experience are	
*a. the learner and the objective to be taught.	c. the project and its objective.
b. the learner and the particular project.	d. the objective and the learning situation.

a. the learner and the objective to be taught are the two important factors in planning a successful learning experience.

12 The 4-H leader must realize that it may require many learning tasks to achieve the 4-H objectives. Methods by which the 4-H member learns through tasks may be generally classified as: 1) discussing, 2) observing, 3) assisting and 4) leading.

Methods by which the 4-H member learns through tasks may be classified as

a. discussing, observing, assisting and revising.
b. leading, observing, revising and developing.
c. observing, leading, developing and assisting.
*d. discussing, observing, assisting and leading.

d. 4-H learning methods may be classified as discussing, observing, assisting and leading.

13 There are many types of tasks which can be used to provide successful 4-H learning experiences. Three particularly good kinds of 4-H learning tasks are demonstrations, judging and group projects.

Three particularly good kinds of 4-H learning tasks are

a. demonstrations, trips and judging.
b. judging, demonstrations and lectures.
*c. demonstrations, judging and group projects.
d. judging, group projects and reading.

c. demonstrations, judging and group projects are three particularly good kinds of 4-H learning tasks.

14 Demonstrations are used as learning tasks in many 4-H meetings. The learner gets his information about demonstrations from: 1) seeing others demonstrate, 2) discussing demonstrations and 3) reading the 4-H manual. From this information, the member makes generalizations about demonstrations.

From what source(s) does the learner get his information about demonstrations?

a. observation of other demonstrations.
b. discussion of demonstrations.
c. 4-H manual.
*d. all of the above.

d. all of the above.

15 One logical generalization that can be made about demonstrations is that they have three parts: 1) Introduction, 2) Body and 3) Summary. Other generalizations are also made, and on the basis of these, the member develops his own demonstration.

Which of the following is <u>not</u> logically one of the three parts of a demonstration?

a. body.
b. summary.
c. introduction.
*d. explanation.

d. explanation--the three parts are introduction, body and summary.

16 As a result of giving demonstrations (alone and in a group), observing demonstrations, and discussing demonstrations, the member's ideas and understanding changes. This change is reflected in his increased ability. The result of learning is, therefore, a change in behavior. The learner thinks differently, feels differently and acts differently.

The primary result of learning is	
*a. a change in behavior.	c. a feeling of competence.
b. a need for more learning.	d. a sense of accomplishment.

a. all of these are possible results, but the most important is the change in behavior.

17 A second type of task which can be used to provide successful 4-H learning experiences is judging. In judging, 4-H members begin to form ideas about standards for products. They compare articles to determine which most clearly meets the standard.

In judging, members form ideas about	
a. competative values.	c. economic value of products.
*b. standards for products.	d. leadership.

b. 4-H members form ideas about standards for products in judging.

18 Different kinds of judging experiences are offered at different age levels. At older age levels the members should be able to handle more difficult kinds of judging problems.

At older age levels, judging problems	
*a. should be more difficult.	c. are much more meaningful.
b. should be eliminated.	d. are less interesting.

a. judging problems should be <u>more</u> difficult at older age levels.

19 In judging experiences, the members begin to see that many things influence this type of decision. A wise decision varies from situation to situation. It is not always the same for different people or for the same person at different times. Thus, in judging, it is not a matter of right and wrong.

Judging should <u>not</u> be	
a. a learning experience.	c. used with younger members.
*b. a matter of right and wrong.	d. an ambiguous situation.

b. judging should <u>not</u> be a matter of right and wrong.

20 The third type of task which can be used to provide successful 4-H learning experiences is a club project. Members should be encouraged to assume responsibility for all aspects of the project.

In club projects members should be _____ to assume responsibility for all aspects of the project.

a. elected.
b. appointed.
*c. encouraged.
d. required.

c. members should be encouraged to assume the responsibility for the project.

21 4-H members are expected to learn through discussing, observing, assisting, and leading 4-H tasks. These 4-H learning tasks may include demonstrations, judging or group projects. In summary, 4-H is intended to provide an educational experience for young people which combines and uses the information they acquire in other situations.

4-H is intended to provide mainly

*a. an educational experience.
b. a recreational experience.
c. vocational guidance.
d. an information resource.

a. to provide an educational experience for young people.

5

4-H Teaching Methods

In the preceding chapter the importance of 4-H learning experiences was discussed. The success of a learning experience depends upon selecting the best possible teaching method and then using it properly.

Various teaching methods are available to the 4-H leader. This chapter includes discussions of the objective of 4-H teaching methods, the choice of teaching methods, and the three categories of teaching methods usually used by 4-H leaders.

1 The objective of 4-H teaching methods is to make a 4-H learning experience successful. A successful 4-H learning experience allows the member to change and grow into a responsible adult. Learning experiences can aid a member to change and grow by increasing his knowledge (things he knows), by increasing his skills (things he can do), and by changing his attitudes (how he feels).

The objective of 4-H teaching methods is

a. allowing 4-H members to try their hand at teaching.
*b. making 4-H learning experiences successful.
c. different from the objective of academic teaching methods.
d. demonstration and visualization.

b. making 4-H learning experiences successful.

A 4-H member can change and grow with the help of learning experiences by

a. increasing his knowledge.
b. increasing his skills.
c. changing his attitudes.
*d. all of the above.

d. a., b., and c. are all correct answers.

2 The success of a 4-H learning experience depends upon choosing the best teaching method and using it well. The choice and use of a 4-H teaching method depends upon the leader's understanding of the teaching-learning process; his ability to create a good learning climate, and the subject matter to be taught.

The choice and use of a 4-H teaching method does <u>not</u> depend upon

a. the subject matter to be taught.
b. the leader's ability.
c. the leader's understanding of the teaching-learning process.
*d. the teaching methods used in local schools.

d. the teaching methods used in local schools; it does depend on the subject matter to be taught, the leader's ability, and the leader's understanding of the teaching-learning process.

3 The 4-H teaching-learning process is a human transaction which involves the leader, the individual member, and the interactions in the group. Within this human transaction leaders and members explore a situation together, analyze the situation together, and make decisions together which result in learning.

The 4-H teaching-learning process is

a. dependent on pure memory work.
*b. a human transaction.
c. concerned with the leader and individual member only.
d. the same for all situations.

b. a human transaction.

The 4-H teaching-learning process involves

a. interactions in the group.
b. leaders and members exploring a situation together.
c. individual members.
*d. all of the above.

d. a., b., and c. are all involved in the 4-H teaching-learning process.

4 The role of the leader is to help create a climate wherein learning can take place. The leader helps to create this climate for teaching-learning by accepting each member as an individual. He acquires as much knowledge as possible about each club member--facts such as age, grade in school, parent attitude, home conditions, and all special considerations are important. This climate prevents an individual member from feeling threatened and defensive during the teaching-learning process. The member should feel the support of the entire group as he experiences change.

It is the role of the _____ to help create a climate for learning.

a. entire club.
b. members.
*c. leader.
d. parents.

c. leader.

The 4-H leader can help create a proper climate for teaching-learning by

a. doing all the difficult work for the members.
b. ignoring individual differences of the members.
*c. accepting each member as an individual.
d. strict discipline and rules.

c. accepting each member as an individual.

5 The subject matter to be taught is an important consideration in selecting a teaching method. The content and the learning experience should both be considered. A teaching method should be selected which will be effective in teaching the content and achieving an increase in knowledge and skill.

In selecting a 4-H teaching method

a. only the subject matter need be considered.
*b. content and learning experience should both be considered.
c. only the size of the group need be considered.
d. none of the above.

b. content and learning experience should both be considered.

6 Three categories of teaching methods are usually used by the leaders of 4-H clubs. These are group teaching methods, field trip teaching methods, and visual-oral teaching methods.

4-H leaders usually use three categories of teaching methods:

a. group teaching methods, individual teaching methods, and visual teaching methods.
b. oral teaching methods, field trip teaching methods, and individual teaching methods.
*c. visual-oral teaching methods, group teaching methods, and field trip teaching methods.
d. demonstration teaching methods, lecture teaching methods, and field trip teaching methods.

c. visual-oral teaching methods, group teaching methods, and field trip teaching methods.

7 Group teaching methods include problem solving in a group, group discussions (buzz groups), role playing, and workshops. The objective of group teaching methods is to teach the 4-H members how to work effectively in a group.

Buzz groups, role playing and workshops are examples of _____ teaching methods.

a. visual.
*b. group.
c. demonstrational.
d. oral.

b. group teaching methods.

The objective of group teaching methods is to teach 4-H members

a. manners and polite conversation.
b. in a more economic manner than would be possible if taught individually.
*c. how to work effectively in a group.
d. when there is a shortage of available adult leaders.

c. how to work effectively in a group.

8 To be successful a group teaching method must: 1) provide for participation by all of the members (individually or in committees), 2) make each member's participation important in accomplishing the group's goal, 3) make the group responsible for directing its activity through democratic procedures, and 4) allow continuous evaluation of the group accomplishments to provide a basis for further planning and decision making as well as a sense of pride and accomplishment.

To be successful a group teaching method should <u>not</u>

a. allow for the group to direct its own activity.
b. allow for continuous evaluation of group accomplishments.
*c. discourage the participation of all members.
d. make each member's participation important for the success of the group's goal.

c. discourage the participation of all members; a group teaching method must provide for participation by all members either individually or in committees.

9 Problem solving in a group may be used formally in teaching project information or it may be used informally whenever a group of members are to make a decision. In either case, the problem solution usually requires four steps: 1) a situation arises which must be recognized as a problem, 2) the problem must be defined and clarified, 3) possible solutions are generated by the members of the group and the implications of each solution are considered, 4) a tentative decision is made in a democratic way.

The problem solution usually requires four steps: 1) a situation arises which must be recognized as a problem, 2) the problem must be defined and clarified, 3) _____, and 4) a tentative decision is made in a democratic way. What is the third step?

a. members generate possible solutions.
b. members consider implications of each solution.
*c. both of the above.
d. neither of the above.

c. both a. and b.

10 The group discussion method (buzz session) is a good group teaching method when the group is large. In the group discussion method, the total group is divided into buzz sessions of six to eight members. In the buzz sessions each member discusses the topic for five to ten minutes and then the total group is reassembled. Each buzz session reports back to the total group.

In the group discussion method the total group is divided into buzz sessions of

a. 2 to 4 members.
b. 1 to 5 members.
c. 3 to 6 members.
*d. 6 to 8 members.

d. 6 to 8 members.

Each buzz session

a. discusses the problem for two to four hours.
*b. reports back to the total group.
c. is given the power of making decisions.
d. all of the above.

b. reports back to the total group.

11 The buzz session will be successful if: 1) the topic to be discussed is understood by the group, 2) the topic is interesting to the group, and 3) the groups understand what is to be done in the discussion. The successful use of buzz sessions will allow each member of a large group to participate in the discussion.

The buzz session will be successful if: 1) the topic to be discussed is understood by the group, 2) the topic is interesting to the group, and 3) _____.

a. the group is allowed to choose its topic.
*b. the groups understand what is to be done in the discussion.
c. the total group is fairly small.
d. every member does not participate in the discussion.

b. the groups understand what is to be done in the discussion.

The successful use of buzz sessions will allow

a. complicated problems to be solved without adult leadership.
*b. each member of a large group to participate in the discussion.
c. interesting topics to be discussed painlessly.
d. for problem solving in very small groups.

b. each member of a large group to participate in the discussion.

12 To be sure the buzz sessions provide effective teaching-learning situations, it may be necessary to have a leader or junior leader provide information and direction in the buzz session. The buzz session may be most effective if it elects a chairman, a recorder, and a reporter.

The buzz session may be most effective if

a. no direct leadership is planned.
b. a chairman only is elected.
c. the members choose their own topic.
*d. a chairman, recorder and reporter are elected.

d. a chairman, recorder and reporter are elected.

13 The role-playing method is the unrehearsed acting out of a problem situation which concerns the group. The objective of role playing is to improve skills in communicating and the democratic process and also to learn how to understand other people.

The unrehearsed acting out of a problem situation concerning the group is called

a. buzz session.
b. make believe.
*c. role playing.
d. demonstration.

c. role playing.

The objective of role playing is to

a. learn how to understand other people.
b. improve skills in communicating.
c. improve skills in the democratic process
*d. all of the above.

d. all are objectives of role playing.

14 The first attempt with role playing should be a meaningful, simple situation which will be fun. The members should volunteer to take part. These participants should arrange the scene and discuss the main points to be brought out in the scene. The boys and girls should be permitted to express the roles they are playing in their own words and actions. The scenes should be stopped from time to time so the remainder of the group can suggest different ideas or approaches. After completion, the scene can be discussed with the total group. It is important to re-emphasize the main points which the cast attempted to communicate.

Which of the following should not be true of role playing?

*a. members should be appointed to interesting parts.
b. members should be permitted to express their own words and actions.
c. members should discuss the main points to be brought out in the scene.
d. the scene should be stopped periodically for group suggestions.

a. members should be appointed to interesting parts; the members should volunteer to take part--not appointed.

15 For members participating in the same project the workshop method is an important way to conduct a teaching-learning situation. Workshops provide opportunities for learning the skills required for the project and understanding the "Whys" of the subject matter in the project. The workshop method contains four basic steps: 1) leaders and members participate in planning the workshop, 2) the leader or junior leader shows how to perform the skills of the job being taught and explains why it is done, 3) the boys and girls perform the same skills under supervision, and 4) the participants evaluate the finished product.

In the workshop method

a. leaders and members participate in planning the workshop.
b. the leader shows how to perform the skills of the job being taught.
c. the leader explains why the job is done in this way.
*d. all of the above.

d. all three alternatives are correct.

16 Greater member interest and learning usually results from both the members and leaders planning the workshop. Factors to be considered in workshop project selection are: 1) select the project to be used as a basis for the workshop, 2) choose a project that several members are interested in, 3) consider previous project problems that the members have encountered. Information to be taught should be restricted to one or two main points of emphasis.

In planning the workshop

a. only new information and problems should be considered.
b. information to be taught should be as possible.
*c. a project that several members are interested in should be chosen.
d. leaders and parents only should be involved.

c. a project should be chosen in which several members are interested.

17 To conduct an effective workshop some important factors must be considered: 1) plan the length of the workshop according to the age and interests of the members of the group, 2) arrange for a meeting place that will be adequate for the type of workshop to be held, 3) set a date early to avoid schedule conflects, 4) notify all members who are interested in the project being used for the workshop, 5) list all materials and equipment needed, and 6) make sure that leaders, junior leaders and experienced members agree, prior to the workshop, on the role each is to assume.

Prior to the workshop

*a. leaders, junior leaders and experienced members should agree on what their respective roles should be.
b. a broad, new subject should be chosen by the leader and junior leader.
c. members are responsible for investigating the projects to be used.
d. all of the above.

a. leaders, junior leaders and experienced members should agree on what their respective roles should be.

18 The teaching conducted in the workshop may be done by the leader, junior leader or other experienced member. The teaching will usually follow a set procedure such as: 1) the teacher and members discuss the nature of the workshop, 2) the teacher presents a brief idea of what is to be done, 3) teacher and members review the project manual dealing with the information to be taught, 4) the person teaching demonstrates each step that is to be performed.

Teaching in the workshop may be conducted by

a. leader.
b. experienced member.
c. junior leader.
*d. all of the above.

d. the leader, junior leader, or experienced members are all eligible to teach in the workshop.

The individual teaching in the workshop

*a. should demonstrate each step that is to be performed.
b. should not interfere with the members during practice periods.
c. together with members, should inform the public of the workshop.
d. should be an experienced adult leader only.

a. should demonstrate each step that is to be performed.

19 Throughout the workshop it is important to explain "why," show "how" and encourage questions. After the demonstration the individual members should learn by repeating the steps. Skill and knowledge could be increased by the practice. The leader and junior leaders should be close by during the practice periods to answer questions, re-clarify steps and support the members' efforts.

The key words in the workshop method are	
a. think and plan.	*c. why and how.
b. watch and learn.	d. if and when.

c. "why" and "how".

During the practice periods after the demonstration, the leaders and junior leaders should	
a. answer questions.	c. support members' efforts.
b. re-clarify steps.	*d. all of the above.

d. the leaders and junior leaders should answer questions, re-clarify steps, and support members' efforts.

20 Evaluation of the workshop teaching method can provide additional learning opportunities for the members. The workshop may be evaluated by the individual comparing his finished product with the instructions, or by the members of the group comparing their finished project with the finished projects of the group.

Evaluation of the workshop teaching method	
a. is the task of the leader.	c. is done by the community.
*b. may be individual or group.	d. is useless for young members.

b. may be individual or group.

21 Visual-oral methods provide opportunities for members to increase their knowledge and skills, and learn how to teach other members. Visual-oral methods include demonstrations, illustrated talks, project evaluations (judging), and exhibits.

Demonstrations, illustrated talks, project evaluation and exhibits are examples of	
a. workshops.	*c. visual-oral methods.
b. group discussion methods.	d. role playing.

c. visual-oral methods.

22 In a demonstration a leader or member makes or does something as he explains what he is doing. To insure a successful demonstration, the demonstrator should emphasize only one or two points. These points of emphasis should relate to projects in which most members have an interest. The main points should be stressed in all three parts of the demonstration--the Introduction, the Body, and the Summary.

In a demonstration, the leader or member

a. plays the role he chooses.
*b. makes or does something.
c. should emphasize many points.
d. uses group teaching methods.

b. makes or does something.

All demonstrations have _____ parts.

a. two.
b. four.
*c. three.
d. six.

c. all demonstrations have three parts--Introduction, Body, and Summary.

23 In the introduction the demonstrator attempts to create interest in the demonstration. The demonstrator usually tells what is to be taught, what he will do, and how the demonstration can be important to the members.

In the introduction the demonstrator

a. teaches the points of emphasis.
*b. attempts to create interest.
c. explains each step which he performs.
d. all of the above.

b. in the introduction of a demonstration the demonstrator attempts to create interest.

24 In the body of the demonstration the demonstrator teaches the points of emphasis. The demonstrator explains his actions as he performs each step. The demonstrator can rely upon information from his project manual to prepare the demonstration.

The main points of emphasis in the demonstration

a. should not be mentioned in the introduction of the demonstration.
*b. are taught in the body of the demonstration.
c. should relate to projects of which members have no knowledge.
d. should be stressed in the body of the demonstration only.

b. are taught in the body of the demonstration.

To prepare the demonstration, the demonstrator

a. can rely upon information from his project manual.
b. should divide the demonstration into three parts.
c. should plan to stress only one or two main points.
*d. all of the above.

d. a., b., and c. are all correct.

25 The demonstration summary allows the demonstrator to re-emphasize the important point of the demonstration. The demonstration summary should be concise and cover only the highlights of the demonstration.

The demonstration summary should	
*a. re-emphasize the important points.	c. precede the body of the demonstration.
b. cover all the details of the demonstration.	d. all of the above.

a. the demonstration summary should re-emphasize the important points of the demonstration.

26 Illustrated talks are also visual-oral teaching methods. Illustrated talks are similar to demonstrations. In illustrated talks the illustrator shows how to do something, where in the demonstration, the demonstrator actually does what is to be taught. As in a demonstration, an illustrated talk should be taught in the Introduction, the Body, and the Summary of the illustrated talk.

Illustrated talks	
a. are a group teaching method.	c. are composed of four parts.
b. are identical to demonstrations.	*d. show how to do something.

d. illustrated talks show how to do something.

27 The introduction to an illustrated talk should create interest in the subject. The illustrator usually tells what is to be taught and how the talk will be important to the members.

In the introduction to an illustrated talk, the illustrator	
*a. tells what is to be taught.	c. shows how and why something is done.
b. does what is to be taught.	d. teaches one main point visually.

a. in the introduction the illustrator tells what is to be taught.

28 In the body of the talk the illustrator teaches the main points of the talk. These teaching points are made by showing on a drawing or a model how and why something is done. The illustrator can rely on information from his project manual to prepare his talk.

The main points of an illustrated talk	
a. are taught in the introduction.	c. are taught by actually performing the task.
*b. are taught with the aid or a drawing or model.	d. are more numerous than those of a demonstration.

b. are taught with aid of a drawing or model.

29 The summary of the illustrated talk is an effective opportunity to re-emphasize the teaching points of the talks. The summary should be concise and cover only the main points.

The teaching points of the illustrated talk should be re-emphasized in the

a. introduction.
b. conclusion.
*c. summary.
d. body.

c. summary.

30 Judging is a visual-oral method designed to: 1) interest members in increasing their knowledge about something, 2) teach members how to use information in making their decisions, and 3) show members how to communicate with other people.

Judging is <u>not</u>

a. a visual-oral method of teaching.
*b. designed to increase members' competitive spirit.
c. designed to help members communicate with others.
d. designed to aid members in making decisions.

b. judging is not designed to increase members' competitive spirit.

31 The judging teaching method usually takes place in a judging contest. After general instructions for project standards, leaders or members make up samples or exhibits to be judged. In the judging contest the members "place" these samples or exhibits from the best to the least. Usually four things are judged and placed as excellent, good, fair, and poor.

In a judging contest

a. there are no general project standards.
b. effort is made to rank all exhibits high.
*c. the members "place" exhibits from best to least.
d. the leaders "place" exhibits from best to least.

c. the members "place" exhibits from best to least.

The exhibits in a judging contest are

a. made up by leaders or members.
b. placed from best to least.
c. usually placed as excellent, good, fair and poor.
*d. all of the above.

d. all alternatives apply.

32 After the judging contest, the members compare their placings orally. The oral report has three parts--an opening statement, reasons, and a summary. The opening statement contains the class and the order of placing. The reasons given for placement should compare the samples or exhibits to justify the placement. The summary is a short statement which re-states the important points. The oral report is probably the most important learning experience in judging.

When the judging contest is over

a. members are asked not to compare themselves.
*b. members compare their placings orally.
c. each member receives a written statement of his shortcomings.
d. members prepare a written justification for each placement.

b. members compare their placings orally.

The oral report has three parts. They are

a. introduction, justification, and summary.
b. opening statement, justification, and conclusion.
*c. opening statement, reasons, and summary.
d. salutation, body, and reasons.

c. opening statement, reasons, and summary.

The oral report following the judging contest

a. is necessary only for first place winners.
*b. is probably the most important learning experience in judging.
c. is intended to foster rivalry and competition among the members.
d. is actually an example of group teaching methods.

b. is probably the most important learning experience in judging.

33 The 4-H exhibit is another visual-oral teaching method. Exhibits are educational displays which present one focal idea. Exhibits are not displays of individual articles made by the members in their projects nor are they displays of awards won. A 4-H exhibit should be a display which teaches one focal idea in a visual story.

4-H exhibits are

a. educational displays which teach several ideas in a visual story.
b. displays of individual articles made by the members in their projects.
c. displays of the various awards won by individual members.
*d. educational displays which present one focal idea.

d. 4-H exhibits are educational displays which present one focal idea.

34 The 4-H exhibit should be interesting to the audience of the members' exhibit, it should present one short complete message, and it should attract and hold interest. An exhibit will be a successful teaching-learning experience if it is carefully planned.

The 4-H exhibit

a. is a visual-oral teaching method.
b. should present one short complete message.
c. should attract and hold interest.
*d. all of the above.

d. all of the above.

35 The objective of 4-H field trips is to provide 4-H teaching-learning experiences which cannot occur in a regular meeting. There are two types of field trips--excursions and project tours. Excursions are trips which teach about something outside of the home community. Project tours are trips to each member's home to learn about individual projects.

The objective of 4-H field trips is to provide 4-H teaching-learning experiences

a. which are similar to those of school.
*b. which cannot occur in a regular meeting.
c. for the more advanced members.
d. for the younger members who tire easily of formal meetings.

b. to provide 4-H teaching-learning experiences which cannot occur in regular meetings.

There are _____ types of field trips

a. three--outings, educational tours, and excursions.
*b. two--project tours and excursions.
c. three--nature studies, historial outings, and project tours.
d. two--nature studies and excursions.

b. two--project tours and excursions.

Trips which teach about something outside the home community are

a. group tours.
*b. excursions.
c. interest trips.
d. guided tours.

b. excursions.

36 Excursions should be planned to satisfy the interests of some or all of the club members. The objective of an excursion is to allow members with appropriate interests to experience an educational event. The teaching-learning experiences of an excursion are: 1) the educational event and 2) the responsibility of planning and carrying out the trip. To maximize the learning experiences of the members, the excursion should be carefully planned to satisfy an interest group. The members should be responsible for arranging and conducting the trip.

To maximize the teaching-learning experiences of an excursion

a. the excursion should be carefully planned to satisfy all members.
*b. members should be responsible for arranging and conducting the trip.
c. adult 4-H leaders should carefully plan the trip.
d. all members should present written permission to go on the trip.

b. members should be responsible for arranging and conducting the trip.

37 The project tour is a useful teaching-learning method. The project tour can show members: 1) how to teach about a project, 2) how many projects are done, and 3) how to plan and carry out a tour. The project tour may also be used to create interest in the projects of other members and serve as a method of recognition for the club members.

The project tour is <u>not</u> intended

*a. to go outside the members' community.
b. as a method of recognition for club members.
c. to show how many projects have been done.
d. to show members how to teach about a project.

a. to go outside the members' community.

38 The project tour is usually most effective if the members plan the tour and make the arrangements. The members learn to teach about their projects by explaining their projects to the other members. All of the members learn about many projects on the project tour.

The project tour

a. should be restricted to similar projects.
*b. should be planned by the members.
c. is a visual-oral teaching method.
d. should never enter a member's home.

b. should be planned by the members.

39 The objective of all the 4-H teaching methods is to make a 4-H learning experience successful. The success of a learning experience depends upon selecting the best teaching method and using it in the best way.

The success of a 4-H learning experience depends upon

a. selecting the best teaching method.
b. knowledge of the available teaching methods.
c. using the best teaching method wisely.
*d. all of the above.

d. all of the above contribute to the success of a 4-H learning experience.

6

How Youth Grow Up

To execute meaningful 4-H learning experiences which employ the best 4-H teaching methods, the 4-H leader needs an elementary knowledge of human development.

Although no two people grow and develop exactly alike, general patterns of growth are evident. These basic patterns, knowledge of which is vital for youth leaders in their attempt to analyze youth behavior, are discussed in this chapter.

1 Youth is a transitional stage of human development with no clear cutoff defining the beginning or the end. The age range of youth is usually defined as the decade from 10 to 20 years of age. For some individuals this is a period of storm and stress, but for others it is a smoother progression of steps into adulthood. In general, it can be stated that the majority of youth travel this period successfully and reach young adult status without serious difficulty.

Youth is a transitional state

*a. which the majority travel successfully.
b. which is a period of storm and stress for all.
c. during which a large percentage of people become active rebels.
d. which has a clearly defined beginning and end.

a. which the majority travel successfully.

2 A crucial question that has bothered both parents and youth leaders about youth for generations is what constitutes normal behavior and what constitutes abnormal or problematic behavior. This problem is complicated by the fact that no two people grow and develop alike. Children even in the same family progress at different rates and respond differently to the same parental demands. Thus, a 4-H leader may work with members of the same chronological age who vary as much as six years in maturity.

The major problem mentioned above is

a. how to interest youth in worthwhile behavior.
b. to define causes of individual differences.
*c. understanding what constitutes abnormal and problematic behavior.
d. obtaining cooperation between parents and youth leaders.

c. understanding what constitutes normal and deviant behavior.

It is difficult to understand the behavior of youth because

a. although youth grow at the same rate, they do not develop mentally alike.
b. youth of the same chronological age may vary as much as eight years in maturity.
c. youth cannot communicate with adults.
*d. no two people grow and develop alike.

d. because no two people grow and develop alike, it is difficult to understand and differentiate normal and deviant behavior in youth.

3 The basic determinants of personality which make each person a unique individual are physical make-up, group membership, role, and situational factors. By examining these determinants we can begin to see how every person is in certain respects like all other people, like some other people, and like no other person.

Individual similarities and differences can best be seen by examining

*a. the basic determinants of personality.
b. the environmental factors.
c. the hereditary make-up.
d. degree and quality of education.

a. the basic determinants of personality make each person a unique individual.

The basic determinants of personality

a. assign each person to a class.
b. are role, trait, constitutional, and situational.
c. are unique for each age group.
*d. are physical make-up, situational factors, group membership, and role.

d. the four basic determinants of personality are physical make-up, situational factors, group membership, and role.

4 Research has shown that physical maturation influences personality differences. For example, boys who mature later than their peers tend to use childish attention-getting techniques to compensate for their small size.

Research has shown

a. personality traits are unaffected by rate of maturity.
b. early and late maturing boys often use childish attension-getting techniques.
c. early maturing boys often use childish attention-getting techniques to compensate for their size.
*d. late maturing boys often use childish attention-getting techniques to compensate for their size.

d. late maturing boys often use childish attention-getting techniques to compensate for their size.

5 Geneticists today agree that all traits are not solely inherited. Heredity alone does not account for the various rates of maturity. A person's physical make-up is a product of a long series of interactions between biologically-inherited potentialities and environmental forces. Heredity only limits the capacity of a person to develop while environment nurtures the physical being. An example of an environmental influence is the effect of proper nutrition. Therefore, one's physical make-up is the product of both heredity and environment.

Geneticists agree that

a. heredity accounts for the various rates of maturity.
b. an individual's physical make-up is unaffected by environmental forces.
c. environment alone accounts for various rates of maturity.
*d. all traits are not inherited.

d. all traits are not inherited; heredity only limits the capacity of the constitution to develop.

An individual's physical make-up is

a. determined by his parents.
b. not a constitutional determinant of personality.
c. unaffected by his environment.
*d. the product of inherited potentialities and environmental forces.

d. physical make-up is the product of inherited potentialities and environmental forces.

6 From birth people are influenced socially by the groups to which they belong. These groups transmit their culture in the form of skills, knowledge, values and tastes. Unique traits differentiate the members of one group from the members of other groups. An individual belongs to many groups ranging from small local units, like the family, to large national or international groups. Examples of significant groups for youth are cliques, youth organizations, schools, communities, teenagers, religions, socio-economic status, and nationality. Thus, groups exert a very significant influence on the life of the youth.

In regard to groups

a. individuals do not join groups until they reach the age of reason.
*b. unique personality traits differentiate members of one group from another.
c. group membership is insignificant for well-adjusted youth.
d. individuals should belong to only one or two groups.

b. unique personality traits differentiate members of one group from another.

Which of the following is an example of a significant youth group?

a. a clique of eighth grade girls.
b. Mexican nationality.
c. lower socio-economic status.
*d. all of the above.

d. all of the above are typical examples of significant youth groups.

7 Within a particular group, certain expectations are assigned the different members according to the position or status they occupy. These expected patterns of behavior are called roles. Young people play different roles depending on the particular group with which they are associating at any given time. Common roles assumed by youth are those of children in the family, leader in the crowd, teenager in the community, teacher for younger children, and student in school. Thus, during the course of the day, youth play many different roles.

Roles are

a. the life vocation a person chooses.
b. the assignment of a particular position within a group.
*c. expected patterns of behavior determined by the individual's position within a group.
d. the various activities that a particular person engages in within a group.

c. expected patterns of behavior assigned to the different members of a group according to their position are called roles.

8 Roles are like masks. They are constantly changing according to different group situations. A major challenge confronting youth is to avoid role confusion is not limited to youth. All humans play various roles in different life situations.

Roles are

a. stable for each age range.
b. more unstable for youth.
c. unaffected by particular groups.
*d. constantly changing in different group situations.

d. roles constantly change in different group situations.

A major challenge confronting youth is

a. recognition of particular roles.
b. inability to assume roles.
*c. to avoid role confusion.
d. identification of one major role.

c. a major challenge confronting youth is to avoid role confusion.

Role confusion is related to

*a. self-identify.
b. self-esteem.
c. self-actualization.
d. self-criticism.

a. role confusion is related to a sense of self-identity.

9 4-H leaders should understand two major points about roles: 1) many roles of adolescents are soon outgrown and 2) different roles may be expected for youth by different kinds of adult and youth groups. 4-H leaders should also recognize which roles adult and youth groups expect of youth.

4-H leaders should understand

a. that adolescent roles are relatively permanent.
*b. that roles expected by adults may conflict with youth-expected roles.
c. that roles assumed by adolescents are never understood by adults.
d. which role should be assumed by each member.

b. 4-H leaders should understand that different roles may be expected for youth by different kinds of adult and youth groups.

4-H leaders should recognize	
a. that youth have established a firm sense of self-identity usually by age 16.	*c. which roles are expected for youth by the different kinds of adult and youth groups.
b. which roles are available for youth to assume.	d. all of the above.

c. 4-H leaders should recognize what roles are expected for youths by the different kinds of adult and youth groups.

10 Often, the roles expected by parents conflict with role expectations of peers. For example, a father may expect good grades in school while friends may exert peer pressure on a youth to stop trying so hard in school. A youth organization such as 4-H can provide an excellent opportunity to avoid serious role conflict by letting youth enjoy the friendship of peers in an educational setting approved by parents.

4-H helps youth	
a. identify a central role.	*c. avoid serious role conflict.
b. escape from an educational setting.	d. identify with peer as opposed to parental roles.

c. 4-H can provide an opportunity to avoid serious role conflict, to enjoy friendship of peers, and to gain a sense of self-identity.

11 Accidental happenings are often crucial to the development of youth. Particular situations, beyond the control of individuals, can tend to shape their personalities along certain directions. Examples of this point are: 1) the rate of maturity of a child being affected when he loses one of his parents or 2) a student being influenced in his decision to be a journalist when he happens by chance to sit next to a writer on a plane trip. Thus, we say that many kinds of unexpected situations, when added up, create a person who is unlike any other person.

Accidental happenings	
a. are soon forgotten by youth.	c. should be noted by parents.
*b. help shape a unique person.	d. are quite similar within any culture.

b. individual differences in youth are fostered to a great extent because of accidental happenings.

12 The four classes of determinants--physical make-up, role, group membership, and situational factors--seldom occur as independent factors of personality formation. On the contrary, these determinants are highly interrelated. For example, an illness can result from both group and physical factors or it may be considered a situational determinant. When a person becomes ill for an extended time period, he performs certain roles which may persist after recovery. Thus, only by considering the interrelationships of these four determinants can we account for the similarities and differences in personality.

Total similarities and differences in personality	
a. can be accounted for by studying role factors of personality formation.	c. cannot be studied during youth due to the wide range of variance.
*b. cannot be accounted for by studying only group membership determinants.	d. can be understood by isolating the personality determinants.

b. similarities and differences can be accounted for by studying interrelated determinants of personality.

13 Are young people today any different than young people were 50 years ago? It is difficult to answer this question because of the lack of recorded data prior to the early 1900's. However, there emerges from the research literature at least five major differences evident in today's youth compared with youth of the previous generation. These changes are: earlier physical maturity, better education, higher standard of living, more societal pressures, and more confusing definitions of the appropriate masculine and feminine roles. Thus, there are differences in today's youth as compared to their forefathers.

Today's youth compared to young people 50 years ago	
a. develop at the same rate.	c. have clearer sex role definitions.
b. mature later.	*d. have more societal pressures.

d. young people today are under more societal pressures than were youth 50 years ago.

14 There is earlier physical maturity of today's youth as compared to past generations. Today the average girl reaches menstrual age at 12 years and 3 months which is nearly 2 years earlier on the average than was recorded in 1900. The onset of biological and physical maturity is about eight years of age for girls and approximately two years later for boys.

Physical maturity today	
a. occurs early for girls and later for boys than was true in past generations.	*c. occurs nearly 2 years earlier for girls and also earlier for boys.
b. occurs later for both boys and girls than it did for forefathers.	d. is earlier for boys and later for girls as opposed to 50 years ago.

c. both sexes mature earlier than in past generations. Girls reach menstrual age nearly 2 years earlier than was recorded in 1900.

15 Adolescents are taller today than ever before. This leads to confusion because many youth who look physically mature do not behave in the adult manner. Thus, we assume incorrectly that because a boy at 16 has reached a stature of 6 feet and a weight of 180 pounds he should have attained emotional, social, and mental development at the same rate.

Adults tend to incorrectly assume

a. that adolescents today are more taller than ever before.
*b. that physically mature people are also emotionally, socially and mentally mature.
c. that youth today mature earlier than previous generations.
d. puberty begins around 8 years of age for girls.

b. many people incorrectly assume that physical, emotional, social, and mental maturity occur at the same rate.

16 Today's youth are not only reaching a higher educational level than their parents, they are also getting a better education. In 1900, approximately 80 percent failed to complete high school while in 1960 less than 20 percent were classified as high school dropouts. Furthermore, nearly 50 percent of high school graduates today are entering college or technical schools as compared with approximately 2 percent in 1900.

Concerning today's youth

a. nearly 70 percent of high school graduates enter college or technical schools.
b. 50 percent are better educated than their parents.
*c. they are more educated than their parents.
d. they are reaching a higher level of education, but not receiving a better education than their parents.

c. today's youth are more educated and better educated than their parents were.

17 Not only are today's youth exposed to a wider body of knowledge than their parents, they are also expected to master particular subjects in more depth. For example, the new math that is currently taught in the elementary schools was not even conceived of in grandfather's day. This has consequences for parent-child interactions, for with the emphasis on scientific knowledge, youth are demanding proof of what they hear. Thus, when parents say "no" to their children, young people want to know "why?".

Today's youth master particular subjects in more depth than their parents. Thus

a. this leads to improved parent-child interactions.
b. they understand the world better.
*c. youth often demand proof of what they hear.
d. they cannot study as many subjects as their parents did.

c. youth often demand proof of what they hear--today's youth are more educated and better educated than their parents were.

18 Today's youth have grown up in a period of rapid economic advancement. Parents often complain that their children do not appreciate what they are given. One reason may be that parents are too lavish with their children. On the other hand, the minority of youth living in poorer conditions feel relatively deprived in a situation which they cannot alter. This deprivation may be one cause of the urban riots of 1966 and 1967.

Increased standard of living	
a. cause parents to envy their children.	c. is the main cause of urban riots.
b. cause a majority of youth to feel relatively deprived.	*d. cause parents to feel children are not appreciative.

d. parents complain that their children are not appreciative of what they are given.

19 Today's teens are under a great deal of pressure. This pressure has come from many places: 1) schools which emphasize excellence in all courses, 2) parents who want their children to project a good image thus reflecting parental success, and 3) peers pushing youngsters into premature patterns of conformity and sophistication. The strongest pressures, however, are those from within the teenager himself. His biggest job is to satisfy his own drive to maturity that incessantly builds up within him.

The strongest pressures on today's teenager come from	
*a. within himself.	c. the schools.
b. parents.	d. peers.

a. the strongest pressures are those from within the teenager.

The teenager's biggest job is to satisfy his own drive to	
a. conformity.	c. be accepted.
*b. maturity.	d. sophistication.

b. the teenager's biggest job is to satisfy his own drive to maturity that incessantly builds up within him.

20 There is a different concept of masculinity and femininity in today's society as compared to the society of 50 years ago. Then, it was prevalent for the son to become an apprentice to his father and to pattern his life to follow a clear-cut vocational and social plan. The ideal male, in those days, was one who had physical stamina and could earn a living by the sweat of his brow. Young girls in years past followed in their mother's footsteps expecting to spend the rest of their lives as wives and mothers remaining in the home to care for husbands, children, and aged relatives. This condition is in sharp contrast to the society of today. No longer will sheer brute strength insure a boy of a good job. In addition, girls are finding that they can make a contribution in the world of work which in times past was reserved almost exclusively for men.

In contrast to 50 years ago

a. the concept of masculinity but not femininity has changed drastically.
b. although the concept of masculinity has changed, the concept of an ideal mate remains constant.
*c. there is a different concept of both masculinity and femininity.
d. young girls can expect to follow their mother's footsteps.

c. there is a different concept of masculinity and femininity.

21 Today, the important thing for the young male adolescent is the status he achieves as he moves into the world of work. This status is brought about largely by the mastery of intellectual and social skills. The new role for the woman is to prepare herself to be both a good career woman and a good wife. In summary, young males and females are becoming more nearly alike in their behavioral patterns today as compared to 50 years ago. Conflict arises because adults serving as models for adult male and female behavior were brought up at a different time.

Which of the following is <u>not</u> true concerning sex roles today?

*a. the masculine role has become more clearly differentiated from the feminine role.
b. the female role includes preparation for both a career woman and wife.
c. mastery of intellectual and social skills determines status for the male.
d. physical stamina for the male and domestic skills for the female have declined in importance.

a. masculine and feminine roles are becoming more nearly alike.

Conflict arises chiefly because

*a. teenagers look to adults raised with different role concepts for models.
b. male and female role concepts are vastly different.
c. status in the world of work depends on physical stamina.
d. woman's role no longer entails house related tasks.

a. conflict arises because adults serving as models for adult behavior were brought up at a different time.

22 Most youth specialists recognize three time periods in the development of youth: 1) the pre-adolescent period between the ages of 9 and 12, 2) adolescent development between 13 and 18 years of age, and 3) the post-adolescent period from 18 years of age to young adults in their early 20's. The pre-adolescent and adolescent periods are of most concern for 4-H leaders.

The three time periods in the development of youth are

a. child 7-11, teenager 12-19, and young adult 20-29.
*b. pre-adolescent 9-12, adolescent 13-18, and post-adolescent 18-20+.
c. pre-adolescent 8-11, adolescent 12-19, and post-adolescent 20+.
d. child 5-10, teenager 11-17, and young adult 18-20+.

b. pre-adolescent period between 9 and 12, adolescent period between 13 and 18, and post-adolescent period from 18 to young adults in their early 20's.

23 The pre-adolescent stage usually begins between the ages of 8 and 9 and coincides with the beginning of the biological process of physical maturity. The end of pre-adolescence occurs when biological maturity is reached as evidenced by menstruation for girls and biological potency for boys. Girls are likely to be in the pre-adolescent stage about three years while boys' pre-adolescence may last from two to four years with boys reaching physical maturity on the average about two years later than girls. Thus, concerning physical maturity, girls reach puberty at about 12 or 13 on the average while boys generally do not reach puberty until about 15 years of age.

The pre-adolescent stage

a. begins around 11 years of age.
b. ends at about age 12 or 13 for both boys and girls.
c. ends about two years later for girls than for boys.
*d. coincides with the beginning of physical maturity.

d. coincides with the beginning of physical maturity.

The pre-adolescent stage ends

*a. when biological maturity is reached.
b. when boys and girls begin to notice each other.
c. when dating begins.
d. when social maturity is reached.

a. when biological maturity is reached--biological maturity is evidenced by the onset of menstruation for girls and biological potency for boys and ends the pre-adolescence stages.

24 Since boys do not reach physical maturity until about 15 years of age, does this also mean that they do not become adolescents until about 15? No, youth development is measured in more than just biological terms. It is also measured in terms of sociological and psychological standards.

In regard to adolescent development

a. boys become adolescents around age 15.
b. physical maturity is the criterion for adolescent development.
*c. development is measured by biological, sociological and psychological standards.
d. development is measured only in cultural terms.

c. development is measured in biological, sociological and psychological terms.

25 Social pre-adolescence is reached when friends become increasingly more important while participation in family activities declines. When their children are 9 or 10 many parents think they have failed if their child prefers his friends to parent-child activities. In reality the child is beginning to strive for independence and emancipation from the home. When accomplished gradually, this is a normal part of the pre-adolescent development process. This pressure exerted by peer groups leads to the age of conformity or the "gang stage" usually characterized by cliques of the same sex.

Social pre-adolescence is characterized by

a. an increase in parental pressures.
*b. increased interest in friends.
c. heterosexual activities.
d. dating.

b. peer involvements become increasingly important in the social pre-adolescent stage.

When the child strives for independence and emancipation from the home, he is

a. exhibiting.
b. preferring his parents.
*c. responding to peer group pressures.
d. all of the above.

c. responding to peer group pressures.

26 If we classify cliques as exerting informal peer influence, the formal youth organizations such as 4-H and school clubs would be classified as exerting approved peer influence under the guidance of an adult leader. Pre-adolescence has been called the period of joining group organizations. Therefore, youth organizations such as 4-H reach their peak membership at the close of the pre-adolescent period. It is fairly easy to enroll youngsters at a time when friends are becoming so important to them.

Approved peer influences under the guidance of an adult leader

a. are exemplified by cliques and gangs.
b. encourage youth to perform child-parent activities.
*c. reach a peak in membership at the end of the pre-adolescent period.
d. are avoided by youth in the pre-adolescent period.

c. organizations such as 4-H which emphasize sanctioned peer influences reach peak membership at the end of the pre-adolescent period.

The easiest time to enroll youth in 4-H is

a. when the opposite sex become important.
b. during the adolescent stage.
c. when adult leaders become more meaningful to them.
*d. when friends of the same age become more meaningful.

d. when friends of the same age become more meaningful.

27 Do not conclude, from the preceding paragraphs that pre-adolescent youth consider their parents less important as they begin to enjoy experiences outside the home with their friends. Parents are still very much a part of the life of the pre-teen. Even though youth begin to spend a great deal of time with friends, there is only a very slight change toward identifying with these friends at the expense of family values. Study after study has shown that fathers and members are still the most important reference point in the lives of their teenage children through the age of 21.

The most important reference point in the lives of teenagers is their

a. friends.
b. sanctioned peer infleunces as found in 4-H.
c. religious influences.
*d. parental influences.

d. parents are the most important reference point in the lives of youth up through age 21.

28 A recent study in Missouri of over 800 pre-adolescents in a metropolitan city, a suburb, a town of 25,000, and a rural county, concluded that boys have quite a different peer-group pattern from that found in girls. Girls were significantly more active than boys in both cliques and organized group activities. Boys, on the other hand, participated in team sports almost three times as frequently as girls. It appears from this study that the frequency of peer group activities would follow this order according to location: urban, town, suburban, and rural. Thus, it was clearly established that rural youth are not enjoying the same level of peer group life compared to other pre-adolescents studied.

This study concludes:

a. boys and girls have similar peer-group patterns.
b. boys were significantly more active than girls in organized group activities.
c. boys and girls were equally active in cliques but boys preferred team sports to social activities.
*d. none of the above.

d. none of the above. Boys have quite a different peer-group pattern than girls.

Peer group activities

*a. are quite different for rural as opposed to urban youth.
b. are similar for rural and urban boys, but not for the girls.
c. remain constant for a given age group regardless of location.
d. are similar for rural boys and rural girls.

a. compared to urban, town and suburban pre-adolescents, rural youth exhibit a different pattern of peer group activities.

29 In the Missouri study, it was found that the interpersonal world of these pre-adolescents was largely preoccupied with associations among peers of the same sex. Although 63 percent named a boy-friend or girl-friend, their emotional attachments turned out to be largely non-reciprocal. Girls were significantly more positive in attitudes toward the opposite sex than were the boys. About 95 percent of the best friends named were companions of the same sex.

In this Missouri study

*a. the vast majority of friendships were with peers of the same sex.
b. boys were found to be more preoccupied with cliques and organized activities than girls.
c. boys were found to be more concerned with what the opposite sex thought of them.
d. about 75 percent named best friends of the opposite sex.

a. the vast majority of pre-adolescent friendships are with peers of the same sex.

30 In summarizing pre-adolescence, we can say that it is an awkward, in-between stage starting with the end of childhood and terminating near the beginning of the teen years. There is a tremendous difference between boys and girls and among youth in different localities. Parents are the single most important reference group influencing development, but the world of age-mates assumes increasing importance throughout adolescence.

Which of the following is <u>not</u> true of the pre-adolescent stage?

a. there is a great difference between behavior patterns of boys and girls.
*b. peers are the single most important reference group.
c. there is a great difference between behavior patterns in different localities.
d. pre-adolescence is an awkward, in-between stage starting with the end of childhood and ending with the beginning of the teen years.

b. peers are the single most important reference group--<u>parents</u> rather than peers are the single most important reference group.

31 The period of adolescence encompasses the years from 13 up to 18 or roughly grades 8 through 12. This has been the period of most concern to parents and 4-H leaders since youth tend to become even more involved with peer groups and spend increasingly less time with members of the family. It is the period that membership in formal youth organizations begins to decline and informal clique and crowd activities take on increased importance.

The period of adolescence

a. encompasses roughly grades six through ten.
b. is a time when peer group influences are less important than during pre-adolescence.
c. is a time when membership in formal youth organizations increases.
*d. is a time when informal clique and crowd activities take on increased importance.

d. during adolescence membership in formal youth organizations decline and informal clique and crowd activities take on increased importance.

32 There are five developmental stages in peer group structure occurring during adolescence. These stages are defined in terms of cliques and crowds. Clique activities center around talking with friends usually on week-days, while crowds are the center of larger and more organized social activities. Crowds function primarily to provide the climate for interaction between the sexes. Crowd activities are more evident on weekends and during school vacations.

In regard to cliques and crowds	
a. crowd activities usually occur during the week-days.	*c. these group structures define five developmental stages.
b. the main function of a clique is providing a climate for interaction between the sexes.	d. all of the above.

c. the five developmental stages in peer group structure are defined in terms of cliques and crowds.

33 The five developmental stages in peer group organization are: 1) the pre-crowd stage characterized by attachments to cliques of the same sex, 2) the beginning of the crowd when one clique of the same sex begins to interact with a clique of the opposite sex on a group basis, 3) cliques composed of boys and girls together, 4) heterosexual cliques which interact freely in the fully developed crowd and cliques of the same sex begin to disappear, and 5) late adolescence when the crowd begins to disintegrate as couples start going steady or become engaged. Thus these five developmental stages are important factors in the socialization of youth.

The second developmental stage in peer group organization is the	
a. pre-crowd stage.	c. formation of cliques.
*b. beginning of the crowd.	d. formation of heterosexual cliques.

b. the beginning of the crowd is the second developmental stage.

34 Social activities are not only a preoccupation of adolescents, but also are an important symbol of their feeling of growing independence from their family. The most important goal of adolescents is the search for identity which tries to answer two questions: "Who am I?" and "What will I become?" Thus this process of self-identity is concerned with developing a philosophy of life and with making vocational preparations. A third decision concerned with choosing a mate is usually deferred until after the first two questions have been resolved.

The most important goal of adolescents is	
a. popularity among the same and opposite sex.	c. independence from the family.
*b. search for identity.	d. finding satisfying social activities.

b. the most important goal for adolescents is the search for identity--youth tries to answer "Who am I?" and "What will I become?"

Self-identity is concerned with

a. developing a philosophy of life and identifying with an adult model.
b. mate selection and developing a sex-role image.
*c. vocational preparation and developing a philosophy of life.
d. developing a sex-role image and an occupational goal.

c. self-identity entails developing a philosophy of life, vocational preparation and later mate selection.

35 Educators have for years been concerned with the question of whether adolescents automatically rebel against their parents and the older generation. A recent summary of research on this question found no evidence of a general characteristic pattern of parent-youth conflict in our culture. However, this does not mean that parents and their offspring agree in regard to every matter. The adolescent seeking to establish his identity in an adult society may disagree with his parents regarding the timing for increased freedom. This type of conflict, however, is as temporary as is the period of adolescence itself.

Recent research has found

a. evidence of a characteristic pattern of parent-youth conflict in our culture.
b. that adolescents too frequently disagree with their parents.
c. evidence of a permanent parent-youth conflict regarding timing on granting freedom.
*d. none of the above.

d. none of the above--the research found no evidence of a general characteristic pattern of parent-youth conflict in our culture.

In general, the adolescent's disagreement with his parents concerns

*a. the timing involved in the granting of freedoms.
b. role identification in the search for self-identity.
c. vocational preparation.
d. his rebellion against the older generation.

a. in seeking to establish identity, adolescents may temporarily disagree with parents regarding the timing of increased freedom.

36 The adolescent stage is characterized by an intensification of the feelings brought about by biological maturity on the one hand and the feelings of restriction by adult society on the other hand which thwarts immediate gratifications. Adolescents need and want adult guidance but resist handed down recipes. In summation, it can be said that they want adult understanding and help with their internal struggles as they advance toward complete independence.

During the adolescent stage

a. youth characteristically reject parental guidance.
b. youth search for a ready-made simple answer from their elders.
*c. youth want adult understanding and help.
d. the most important goal is peer acceptance.

c. adolescents want and need adult understanding and help with internal struggles.

7

Motivations of Youth

Knowing "How Youth Grow," is a necessary but insufficient condition for the understanding of behavior. To provide educational experiences, the 4-H leader must be aware of the motivational as well as the developmental patterns of youth.

In this chapter an attempt is made to derive useful principles from among the multitude of studies and theories of human motivation. These principles are presented to help the leaders understand why young people behave as they do.

1 Human motivation is extremely complex. Thus, there are usually several causes for any given behavior. Too often people attempt to identify a single "true" cause for a specific behavior when in reality it may be only one of the many causes. In working with youth and people of the community, it is essential that the 4-H leaders understand motivation.

A given behavior pattern usually results from

a. one given cause.
*b. many causes.
c. simple causes.
d. unrelated causes.

b. a given behavior pattern usually results from many causes.

2 From the many studies and theories of human motivation, five principles can be cited which are especially important to the 4-H program. These five principles can be of help as we seek answers as to why human beings behave as they do. These principles are: 1) the way a person behaves depends upon both the individual and his environment, 2) each individual behaves in ways which make sense to him, 3) a person's view of the situation influences his behavior in that situation, 4) an individual's self-concept (how he sees himself) influences what he does, and 5) a person's behavior is influenced by his needs which vary from individual to individual and from time to time.

Which of the following statements about human behavior is <u>not</u> correct?

*a. an individual's needs usually remain constant over time in influencing his behavior.
b. a person's view of the situation influences his behavior in that situation.
c. an individual's self-concept influences what he does.
d. needs which influence behavior vary from individual to individual.

a. an individual's needs do not usually remain constant over time in influencing his behavior.

3 At times a person's behavior can be explained primarily in terms of internal factors such as skills, attitudes and capabilities. At other times the person's behavior can be explained primarily in terms of situational factors. In general, however, a person's behavior is a result of both heredity and environment. Thus, as we try to understand and work with others, attention should be focused on the individual, the situation the individual is in, and the relationship of the individual to his situation.

In trying to understand people, attention should be focused on

a. internal factors only.
b. situational factors alone.
*c. both the individual and the situation.
d. observable expressions only.

c. both the individual and the situation.

4 Some people respond positively to certain situations, while others may become bored, apathetic, and completely negative. A leader should expect individuals to respond differently in a given situation. A very important skill for those who want to help people learn or change is discovering what factors in a particular situation are influencing human behavior.

A leader should expect members to

a. respond positively to all 4-H activities.
b. provide feedback when bored.
c. behave according to hereditary factors.
*d. respond differently in a given situation.

d. a leader should expect individuals to respond differently in a given situation.

An important skill for 4-H leaders to develop in helping people learn or change is

a. to discover the basic personality patterns of people.
b. to determine the basic need pattern of individuals.
*c. to discover what factors in a given situation are influencing human behavior.
d. to completely control situations in which 4-H members become engaged.

c. to discover what factors in a given situation are influencing human behavior.

5 The behavior of a person can be changed by: 1) changing the person himself through developing his skills, broadening his knowledge, etc., 2) helping the individual alter the situation in which he is operating through reorganization, procedural changes, listening attentively to the individual or involving him in decision making and 3) a combination of one and two of the above.

By altering the situation and/or the person

*a. a person's behavior can be changed.
b. a leader can elicit the same response from all members.
c. a person's behavioral pattern can be controlled.
d. a leader will probably run into parental disapproval.

a. by changing the person or the situation, a person's behavior can be changed.

Behavioral changes can occur within a given individual by

a. developing his skills.
b. broadening his knowledge.
c. involving the person in decision making.
*d. all of the above.

d. all of the above--developing a person's skills, broadening his knowledge, and involving him in decision making can help to change a person's behavior.

6 People behave in ways which make sense to them. Usually their behavior reflects their attitudes, values, and expectations. If a person has all the information about a given situation, he can devote all his energies toward accomplishing the task. If he has only part of this information, he will rely upon assumptions to complete the picture. Thus, the meaning of a situation actually gives direction to one's behavior.

In any given situation, people will always behave in ways that	
a. reflect the values of their parents.	c. reflect the values of their peer group.
*b. make sense to them.	d. are easy for them.

b. in a given situation people always behave in ways that make sense to them.

7 Motivation is increased when an individual understands what he is trying to accomplish, how it is to be accomplished, and what is required for its accomplishment. This information has relevance for 4-H club work. It points to the need for joint goal setting between leader and member. The member is far more likely to take initiative when he has a part in establishing the goals. Such goals will have more meaning for him and will become a part of his personal needs.

To insure motivation for 4-H members goals should be set by	
a. the 4-H club leader.	*c. both the 4-H club leader and the members.
b. the 4-H club members.	d. the 4-H club leader, 4-H club members, and the extension agent.

c. goals should be set jointly by both the 4-H club leader and the members.

The 4-H member is more likely to take initiative in club work when the	
a. leader establishes challenging goals.	*c. member helps establish the goals.
b. leader establishes goals aimed at individual needs.	d. member is allowed to interact with peers.

c. when the member helps establish the goals.

8 If a member is in a situation where he has only limited access to information, he becomes dependent upon the leader for direction. Under such conditions he may be viewed as lacking initiative. Actually such a person is having his initiative blocked. The alert leader will search continually for blocks which may impede the member's initiative.

The initiative of 4-H club members

*a. can be blocked by lack of information relevant to 4-H activities.
b. decreases as they depend more and more on the 4-H leader for guidance.
c. is usually retarded by their dependency on their parents.
d. is usually lacking in most younger members.

a. initiative of 4-H club members can be blocked by lack of information relevant to 4-H activities.

9 Perception influences a person's experience and behavior. No two people see the same things when they look at a picture, a sunset, or a human situation. How a person sees a situation depends in part on his past experiences. His efforts to make sense of situations cause him to develop an enduring, systematic point of view. The points of view from many different situations in a person's life cause him to develop attitudes, values, and expectations.

Given the same situation

a. most people will react to it in the same way.
*b. no two people will see it in exactly the same way.
c. people of similar backgrounds (i.e., farming) will react in the same way.
d. people of similar personality patterns (i.e., introverted) will react in the same way.

b. no two people will see the same situation in exactly the same way because of differing experiences.

10 People learn when they have a need to learn. By asking questions or guiding the learner into a situation where he has to learn, the leader may provide a climate for self-discovery. The learner is more prone to experiment and explore in a setting that tolerates failures.

Learning

*a. takes place when there is a need to learn.
b. only takes place in a situation in which a failure could occur.
c. only occurs in a situation where one can experiment.
d. all of the above.

a. takes place when there is a need to learn.

More experimentation and exploration are encouraged when the

a. leader structures the situation.
*b. setting tolerates failures.
c. members are age matched.
d. setting is unstructured.

b. setting tolerates failures--the learner is more prone to experiment and explore a setting that tolerates failures.

11 Each person sees something different because of his past experiences. The effective leader should be alert to the fact that perception influences behavior. This means that listening to and understanding, rather than judging another's behavior is vital. If we can know how another person views a situation and can see that his view differs from our own view, we can begin to understand the reason for his behavior. We can also begin to measure our own as well as his point of view against the facts in the situation. From here we can perhaps seek areas of mutual agreement which will result in behavior more acceptable to both parties.

In trying to obtain an understanding of behavior, the 4-H leader should

a. judge another person's behavior as to its applicability to 4-H.
b. try to change his viewpoint of the situation to match another person's viewpoint.
*c. see how another person views a situation and see how this view differs from that of the leader.
d. investigate factors in each person's background that make him behave as he does.

c. in order to understand another person's behavior, the leader should see how another person views a situation and how this view differs from his own.

Potential conflict between the 4-H leader and a member can be resolved if the leader

a. asserts his authority so that he can demand respect.
*b. recognizes the differences between his and the member's points of view.
c. brings group pressure against the dissenting member.
d. realizes that perception does not influence behavior.

b. conflict may be resolved when the leader sees the differences between his and the member's points of view, and how each compares with the facts of the situation, and finds what areas of mutual agreement they have.

12 In understanding human behavior, it is important to realize that how a person views himself affects his entire outlook. The development of this "view of self" or self-concept begins in infancy and is a gradual and important process. Thus, the individual's view of himself influences all that he does.

Which of the following statements is <u>not</u> correct concerning the self-concept?

a. the self-concept includes the individual's view of himself.
b. the self-concept influences what a person does.
c. the self-concept is one of the most important things an individual develops.
*d. the development of the self-concept is usually a sudden process.

d. the development of the self-concept is a gradual rather than a sudden process.

An individual's view of himself

a. is usually quite distorted.
b. is formed by about the sixth year.
*c. influences what he does.
d. is independent of outside influences.

c. an individual's view of himself influences what he does.

13 In the process of developing the self-concept, one of the first things a young child begins to distinguish is his own voice. Then he begins to discover the parts of his body. The feelings and perceptions one has of his own body, its nature and limits, is called the body-image. In developing the body-image, the infant is forming an important part of the self-concept.

In the process of developing the self-concept, one of the first things an individual can distinguish from the environment is (are)

*a. his own voice.
b. his mother.
c. the parts of his body.
d. his clothing.

a. his own voice is one of the first things a child can distinguish from the environment.

14 The self-concept develops as the child grows. It is made up of all his thoughts, feelings, attitudes, values, and aspirations, as well as his body image. As a child learns to talk and understand language, his self-concept develops quickly. Much of his self-concept grows out of things others tell him about himself. If he hears, "Johnny is a good boy," he conceives himself as a good boy. If he is told more often that he is bad, then he thinks of himself as bad. If a child is not loved and talked to he does not develop trust in his world and his self-concept is slow in developing.

A rapid development of the self-concept occurs when the child

a. learns to walk and manipulate things.
*b. learns to talk and understand language.
c. enters school and interacts with peers.
d. learns that he is a separate being from other people.

b. rapid development of the self-concept occurs when the child learns to talk and understand language.

15 As a child develops ideas about himself and his world, he reflects the thoughts of those who are guiding him. As the child grows from two to four, he uses the word "mine" often. He learns the differences between himself and others, and becomes capable of relating to others.

The child learns the difference between himself and others and becomes capable of relating to others between the ages of

a. one and three.
b. three and five.
*c. two and four.
d. four and six.

c. between the ages of two and four the child learns the differences between himself and others and becomes capable of relating to others.

16 The most valuable possession a person has is his self-concept. He will devote most of his time to protecting and enhancing it. In a similar way an individual develops a concept of his environment from the experiences he has with it. Whether or not his concept of self agrees with what others have of him, it is his real self as far as the individual is concerned.

The individual devotes most of his time to protecting and enhancing his

*a. self-concept.
b. view of the environment.
c. the knowledge he has attained about the world.
d. position in the family.

a. the individual devotes most of his time to protecting and enhancing his self-concept.

17 Behavior in all situations is influenced directly by the self-concept. An individual's behavior is always pertinent and relevant to the situation as he understands it at the moment of action. The individual strives to order his behavior and to control his environment in such a way as to protect his self-image which is the core of the self-concept. A person with a healthy self-concept is not threatened by the world around him; he believes his needs can be met, and he adjusts to the changing world and to the changing demands made of him.

The core of the self-concept is the person's

a. conception of the world around him.
b. basic personality pattern.
c. basic need pattern.
*d. self-image.

18 Erik Erickson sees man's development in eight stages. He believes that a person must resolve each stage in a positive way if he is to develop in a normal manner. He believes that as one resolves each stage successfully, he will be able to work through the next stage in a successful manner. Thus, one develops strength as he passes from stage to stage.

Erickson in discussing the eight developmental stages that people pass through

a. conceives each stage as functionally independent of all of the other stages.
b. holds that each stage is harder to pass than the preceding one.
c. believes that the four lower stages are sufficient for a person to develop in a normal manner.
*d. holds that one develops strength to pass the stages as he progresses from stage to stage.

d. with regard to the developmental stages, Erickson believes that strength is gained to pass the stages as one progresses from stage to stage.

19 The first developmental stage occurring in infancy is trust versus mistrust. When an infant develops trust in himself and his environment he has completed his first important task. An infant develops trust as he discovers his basic physical needs are met. He learns that he can depend on being fed and loved. This basic sense of trust must be established in order to develop a healthy self-concept and meet the next stages.

The first developmental stage which occurs in infancy is

a. autonomy versus shame and doubt.
*b. trust versus mistrust.
c. identity versus anonymity.
d. initiative versus guilt.

b. trust versus mistrust marks the first developmental stage and this occurs in infancy.

Trust is developed in the infant when

*a. his basic physical needs are met.
b. he becomes aware of his environment.
c. the self-concept becomes fully developed.
d. all of the above.

a. the infant develops trust when his basic physical needs are met and he is loved.

20 The second developmental stage occurring in early childhood is autonomy versus shame and doubt. By the time he is two years old a child must have developed the feeling that he is an adequate human being, self-reliant and yet able to accept help. Both cooperativeness and willingness help develop the self-control and self-esteem necessary to a healthy personality.

The second developmental stage which occurs in early childhood is

a. industry versus inferiority.
b. initiative versus guilt.
*c. autonomy versus shame and doubt.
d. trust versus mistrust.

c. autonomy versus shame and doubt is the second developmental stage and this occurs in early childhood.

The feeling in a child that he is an adequate human being should be developed by the time he is

*a. two years old.
b. three years old.
c. four years old.
d. five years old.

a. by the age of two the child should develop the conception that he is an adequate human being.

21 The third developmental stage, occurring at the play age, is initiative versus guilt. The four or five year old tries to see just what he can do. He plays at being an adult. His problem is to try out things without feelings of guilt. The solution to this problem is for parents to give him as much freedom as possible while being consistent about the limits.

The third developmental stage which occurs at the play age is

a. identity versus identity diffusion.
*b. initiative versus guilt.
c. industry versus inferiority.
d. trust versus mistrust.

b. initiative versus guilt is the third developmental stage and this occurs at the play age.

The solution to helping the child successfully pass this developmental stage is to

a. satisfy each of his needs as soon as it is manifested.
b. control him as much as possible while teaching rules.
c. make sure he gets a strict family upbringing.
*d. give him as much freedom as possible within consistent limits.

d. in order for the child to pass this third developmental stage he should be given as much freedom as possible within consistent limits.

22 The fourth developmental stage, occurring at the school age, is industry versus inferiority. This is a period of calm growth and study. During this period, between the years of six and twelve, the child engages in socially useful tasks.

The fourth developmental stage which occurs at the school age is

a. identity versus identity diffusion.
*b. industry versus inferiority.
c. intimacy versus isolation.
d. autonomy versus shame and doubt.

b. industry versus inferiority is the fourth developmental stage and this occurs at the school age.

The fourth developmental stage is characterized by

a. a struggle to gain identity.
b. the awakening of interest in the opposite sex.
c. conflict with parents.
*d. a period of calm growth.

d. a period of calm growth characterizes the fourth developmental stage.

23 The fifth developmental stage, occurring in adolescence, is identity versus identity diffusion. The adolescent is continually asking himself who he is and what he will become. He is faced with integrating his childhood self-concept and his strong new biological drives into a new self-concept within the limits of social opportunities.

The fifth developmental stage which occurs in adolescence is

a. intimacy versus isolation.
b. autonomy versus shame and doubt.
*c. identity versus identity diffusion.
d. initiative versus guilt.

c. identity versus identity diffusion is the fifth developmental stage and this occurs during adolescence.

A main problem of the fifth developmental stage is

a. trying out things without feelings of guilt.
*b. incorporating new biological drives into a new developing self-concept.
c. maintaining the childhood self-concept.
d. inability to please peers, parents and educators.

b. in the fifth developmental stage the youth must develop his childhood self-concept and new biological drives into a new developing self-concept.

24 The sixth stage, occurring in young adulthood, is intimacy versus isolation. When a person is sure of his own identity he can share satisfying relationships with others. The ideal relationships are close and mutually satisfying where neither person is dominating or submissive. In past American culture, more emphasis has been placed on independence and initiative; therefore, many adolescents have never solved the problem of intimacy. Though they excel in competitive aspects of life, they are isolated from their fellows.

The sixth developmental stage which occurs in young adulthood is

*a. intimacy versus isolation.
b. identity versus identity diffusion.
c. integrity versus disgust.
d. autonomy versus shame and doubt.

a. intimacy versus isolation is the sixth developmental stage and this occurs in young adulthood.

Youth relationships are close and mutually satisfying when

a. both parties are in their teens.
*b. neither person is dominating or submissive.
c. the male is allowed to dominate.
d. a leader-follower relationship is formed.

b. the ideal relationships are close and mutually satisfying where neither person is dominating or submissive.

25 The seventh developmental stage which occurs in adulthood is generativity versus self-absorption. The welfare of future generations is usually the point of interest of the mature adult. This interest is called generativity and may be expressed in one's life work. The self-absorbed, on the other hand, are so concerned with themselves that they often feel lack of personal worth.

The seventh developmental stage which occurs in adulthood is

a. identity versus identity diffusion.
b. autonomy versus shame and doubt.
c. integrity versus disgust.
*d. generativity versus self-absorption.

d. generativity versus self-absorption is the seventh developmental stage and this occurs in adulthood.

Generativity can be defined as

a. the ability of mature adults to sustain themselves in their life's work.
b. the ability of mature adults to produce new and creative ideas.
*c. interest by mature adults in the welfare of future generations.
d. the desire by mature adults to produce offspring.

c. generativity is the interest by mature adults in the welfare of future generations.

26 The eighth and last stage of psychological development occurs in later life and is integrity versus disgust. Healthy self-development and self-concept result in the achievement of integrity. This means the acceptance in the deepest sense of one's self and one's role in life. The person who lacks integrity and wishes he could live his life over again is often disgusted with his life. The development of new generations should be guided by mature adults so that the developing generation can in turn become mature. Fortunately, the self-concept can be changed and developed so that early handicaps can be overcome. The feelings of identity, intimacy, and integrity can be developed late in life.

The eighth developmental stage which occurs in later life is

a. identity versus identity differences.
b. autonomy versus shame and doubt.
*c. integrity versus disgust.
b. generativity versus self-absorption.

c. integrity versus disgust is the eighth developmental stage and this occurs in later life.

Integrity, in the context of the preceding paragraph means

a. honesty in one's personal actions.
b. the ability to stick by one's decision.
c. a person who is not corruptable.
*d. acceptance of one's self and role in life.

d. integrity means acceptance in the deepest sense of one's self and one's role in life.

The feeling of identity, intimacy and integrity

a. must be formed in the order of the steps given.
b. cannot be acquired past an age of around sixty.
*c. can be developed late in life.
d. are supplementary to a healthy self-concept.

c. can be developed late in life.

27 A 4-H leader who recognizes that people try to protect and enhance this self-concept must try harder to listen carefully to the 4-H members. He must not try to judge the members or they will become defensive and try to find arguments to counteract criticism. The 4-H leader instead might try to change members' opinions by helping them think through the facts and try to make sense of the whole situation. Above all he must try to listen to the members; this enhances their self-concept, makes them more willing to accept new information, increases their ability to alter their perception of the situation, and causes them to respect the leader.

The 4-H leader must

a. try to judge the members fairly.
b. encourage defensiveness in the members.
*c. try to change members' opinions with logical facts.
d. earn respect through authority.

c. the 4-H leader must try to change members' opinions by helping them think through the facts and try to make sense of the whole situation.

Listening by the 4-H leader does not

a. increase members' respect.
*b. help members counteract criticism.
c. enhance members' self-concept.
d. help alter members' perception of the situation.

b. when the 4-H leader listens instead of judging, members have no reason to be defensive against criticism.

28 Maslow holds that men's needs are arranged in a hierarchy of five levels. At the first level are the physical needs of food, rest, exercise, air, liquids, etc. for sustaining life. The second level consists of the security needs of assurance of protection from physical harm, continued income, and employment. The third level consists of the social needs which include a sense of belonging, group membership, and acceptance. The fourth level consists of ego needs which include things that reflect a sense of self-worth and self-confidence on the part of an individual. The fifth level consists of the self-actualization need which is a sense of accomplishment and the development and utilization of one's potential capacities.

Maslow's hierarchy of needs would arrange the five classes of needs in the following order of importance for satisfaction

a. physical needs, social needs, security needs, ego needs, and need for self-actualization.
b. physical needs, ego needs, security needs, social needs, and need for self-actualization.
c. physical needs, security needs, ego needs, social needs, and need for self-actualization.
*d. physical needs, security needs, social needs, ego needs, and need for self-actualization.

d. Maslow's hierarchy of needs would be arranged in the following order with regard to importance for human satisfaction: physical needs, security needs, social needs, ego needs, and need for self-actualization.

According to Maslow, self-confidence on the part of the individual reflects satisfaction of the

a. social needs.
*b. ego needs.
c. security needs.
d. need for self-actualization.

d. self-confidence on the part of the individual reflects satisfaction of the ego needs.

29 This theory of the hierarchy of needs holds that as the needs at one level become satisfied the needs at the next higher level emerge to motivate man. Thus when the needs at the physical level are met, the needs at the security level will motivate man. Once security needs are met, man will begin to become far more conscious of social needs, etc. toward self-actualization. Self-actualization, therefore, is at the top of the pyramid of man's needs.

Which of the following classes of needs cannot be met until all the other of man's needs are satisfied?

a. security needs.
b. social needs.
*c. self-actualization.
d. ego needs.

c. the need for self-actualization cannot be met until all the other needs of man are satisfied.

According to Maslow's theory

a. all the five classes of needs operate equally to motivate man at any one time.
*b. the needs are arranged in a hierarchy so that one need class has to be satisfied before another need class can emerge.
c. the needs are arranged in a hierarchy that varies with each individual.
d. the class of needs that motivate man at any one time is due to hereditary and environmental factors.

b. the needs, according to Maslow are arranged in a hierarchy so that one need class has to be satisfied before another need class can emerge to motivate man.

30 How can 4-H leaders be more alert to the needs of various age groups? What kinds of rewards or goals will help them satisfy the needs at a given point in time or in a given situation? A leader must be aware of the variety of rewards that will satisfy a member's needs as the leader and the members set mutual goals. Rewards can be varied to fit each individual and each situation. Listening carefully, observing closely, and asking intelligent questions are methods of discovering effective motivations for a member.

The motivation for 4-H members

*a. can be varied to fit each individual.
b. should be similar for each age group.
c. can be discovered through study of 4-H manuals.
d. is unnecessary with young groups.

a. incentives to motivate 4-H members can be varied to fit each individual.

31 There is a motivation factor in all learning. Nothing motivates like success; we learn when we are rewarded. What is rewarding to one student may not be rewarding to another. Leader enthusiasm and peer group acceptance are important factors in motivation. Immediate rewards usually produce more learning than later rewards. Rewards directly related to the activity motivate better than unrelated rewards. However, it is possible to be motivated by both present and future rewards. Immature persons must have all their rewards right now, but the mature person has learned to wait.

Which of the following is a correct statement about learning and motivation of the 4-H members?

a. members of matched age tend to view the same things as rewards.
b. future rewards usually produce more learning than immediate rewards.
c. unrelated rewards are usually better than related rewards.
*d. success motivates members better than failure.

d. success motivates better than failure

32 Meaningful material is learned best. No one would speak up for meaningless education yet a typical remedy when students do not understand is meaningless repetition. Some suggest that the frustration and challenge of difficult materials are a necessary part of learning. Although this may be true, there are plenty of genuine barriers to learning without inventing additional ones. Learning becomes more meaningful when experiences are varied and the learner's need to develop his self-concept is met.

People learn best

*a. by varying learning experiences.
b. with rote methods of teaching.
c. with frustrating and challenging materials.
d. through past experiences.

a. individuals will learn best if learning experiences are varied.

33 A child is motivated when: 1) he has some stake in the activity, 2) the learning is geared to the child's level, 3) the learning experience is compatible with the child's physical and intellectual ability, 4) the child can see meaningful relationships between the activity and the goal, 5) the child has some way of knowing what progress he is making, and 6) the child experiences satisfactory growth and adjustment.

A child is best motivated to learn when the learning is geared	
a. above the child's level creating a challenge.	c. the level of the child to prevent failure.
*b. to the child's level.	d. to the child's past experiences.

d. the child is best motivated to learn when the learning is geared to the child's level.

The child can be motivated under the following conditions	
a. when he has some stake in the activity.	c. when the child is aware of his progress.
b. when the child sees meaningful relationships between the activity and the goal.	*d. all of the above.

d. all of the above--the child is motivated when he has some stake in the activity, can see meaningful relationships between the activity and the goal, and has some way to know the progress he is making.

34 A motivated learner learns more readily than one who is not motivated. Motives may be general or specific, related or unrelated. Learning under motivation directly related to the activity is preferable to learning under unrelated motivation. Motivations which are too intense (especially pain, fear, anxiety) may be accompanied by distracting emotional states and by inefficient learning. Thus excessive motivation may be less effective than moderate motivation, especially for certain kinds of tasks.

The following statement about learning or motivation is <u>not</u> correct	
a. learning under related motivation is preferable to learning under related motivation.	*c. learning under intense motivation is better than learning under moderate motivation.
b. motives for learning may be either general or specific.	d. a motivated person always learns better than a person who is not motivated.

c. learning under intense motivation is not better than learning under moderate motivation.

35 Purposes and goals which make sense to a learner and which meet a need, are most effective. These purposes and goals should be geared to the interests, activities and maturity of the learner.

Purposes and goals are effective when they

a. meet needs of the learner.
b. are geared to the interests of the learner.
c. are geared to the activities of the learner.
*d. all of the above.

d. all of the above--to be most effective purposes and goals should meet the needs of the learner and be geared to the interests and activities of the learner.

36 Motivation by reward is generally preferable to motivation by punishment; motivation by success is preferable to motivation by failure. While rewards and punishments not functionally related to the learning situation may cause learning, this learning may be undesirable or soon forgotten. The more closely the reward or punishment used as a motivator is related to the learning process, the better its effect. The more clearly the learner sees that the reward or punishment is inherently related to the learning situation, not artifically imposed, the better he will learn.

In order for efficient learning to take place

a. rewards and punishments should not be functionally related to the learning situation.
*b. the reward or punishment should be inherently related to the learning situation.
c. motivation by punishment is preferable to motivation by reward.
d. motivation by failure is preferable to motivation by success.

b. in order for efficient learning to take place the reward or punishment should be inherently related to the learning situation.

37 Unrelated motivation incorporates the social motives of competition and rivalry. These motives facilitate the learning of routine skills and factual information without immediate undesirable results. Certain skills and more general types of knowledge may also be acquired through these motives but may be accompanied by undesirable results. These motives unfavorably affect creative and imaginative work. Finally, individual mental hygiene and social welfare may suffer severely under motives of rivalry and competition. Unhappiness, frustration, and cheating may result within the individual. Exploitation, social injustice, and waste may result within the group.

The motives of competition and rivalry

*a. improve the learning of routine skills and factual information.
b. enhance creative work and conversational skills.
c. improve individual mental hygiene and social welfare.
d. encourage social justice and group cooperation.

a. routine skills and factual information are readily acquired under the motives of competition and rivalry.

38 The social motives of cooperation, recognition by one's fellows, and opportunity for participation in planning and decision making, seem to have very beneficial effects upon immediate and late learning. Commendation and praise for work well done are also excellent incentives. Indiscriminate or undeserved praise, however, has a detrimental effect. Praise is better than criticism, but criticism is better than totally ignoring the learner's efforts.

Which of the following has the worst affect on learning?

a. general punishment.
b. praise.
c. criticism.
*d. ignoring the learner's efforts.

d. ignoring the learner's efforts has the worst affect on learning.

39 Liking for the teacher is a useful motivator with very young learners. With older learners liking must be combined with respect. The teacher should use his personality sparingly as a motivator, since this type of motivation can invite undesirable learning. Sarcasm and ridicule create undesirable learning outcomes. Continued use of sarcasm can only result from stupidity on the part of the teacher or as an outlet for a frustrated personality.

The following can be used most effectively as a motivator for learners

a. liking for the teacher.
b. respect for the teacher.
*c. a combination of liking and respect for the teacher.
d. the teacher's personality.

c. a combination of liking and respect for the teacher can be used most effectively as incentives for older learners.

The use of sarcasm

a. works best with older learners.
*b. always has detrimental results.
c. depends upon the teacher's personality.
d. may be a beneficial incentive.

b. the use of sarcasm produces detrimental learning outcomes.

40 Learning without purpose or learning to do difficult, unpleasant, tasks under force does not train the learner to persist with unpleasant situations in real life. This does not mean that difficulty is to be eliminated from the learning experience. Learners will persist through serious difficulties if the objective is thought worthwhile. That is, learning with a purpose is the best guarantee of persistence in learning to overcome difficulties.

The best guarantee for persistence in learning is to

a. make the task sufficiently difficult and challenging.
b. draw analogies with unpleasant situations in real life.
*c. show the learner a worthwhile objective.
d. to use coercion and authority upon the learner.

c. learning under a purpose the learner deems worthwhile is the best guarantee for persistence in learning.

8

Parent Cooperation

The local 4-H leader and members cannot bear the entire burden of fulfilling the 4-H objectives outlined in the first chapter. An industrious, well-informed 4-H leader, using the best teaching methods in creating interesting learning experiences, may fail without the interest and cooperation of members' parents.

In this chapter the importance of parents' good will and help is stressed. Methods for soliciting parental help and the various ways in which parents can cooperate are included.

1 The quality and quantity of parent cooperation in 4-H is determined to a high degree by the attitude and skill of 4-H leaders in working with parents. It is the responsibility of extension agents to help train 4-H leaders to work effectively with parents. Leaders who systematically seek parent cooperation receive both greater parent participation and greater personal satisfaction.

The 4-H leader's attitude and skills regarding parents

a. come entirely from the 4-H manual.
*b. determine the quality and quantity of the parent cooperation he will receive.
c. fluctuates with each new group of members.
d. are usually independent of extension agent's influence.

b. determine the quality and quantity of the parent cooperation he will receive.

It is the responsibility of 4-H extension agents to

a. inform 4-H parents of local club news.
b. make parents aware of their duty to support the club.
*c. train 4-H leaders to work more effectively with parents.
d. instruct parents in their duties toward their children.

c. train 4-H leaders to work more effectively with parents.

2 Dr. C. B. Smith, a pioneer in the 4-H education movement, once said, "extension agents and local leaders may kindle the flame in youth to take up club work, but it takes the good will and the help of parents to keep the fire burning." It is the parents who must provide the impetus for initial interest. Parental cooperation contributes significantly to the additional growth and development of the children, the parents and the community.

In this analogy, who is likely to keep the fire burning?

a. the members.
b. local 4-H leaders.
*c. 4-H parents.
d. extension agents.

c. it takes the good will and the help of the 4-H parents to keep the fire burning in 4-H club work.

3 Parental participation depends largely on what the volunteer 4-H leader expects. The adult 4-H leader's understanding of why it is important to obtain parent cooperation will determine, to a high degree, whether or not parents are offered opportunities and show how they may cooperate in the 4-H program.

4-H parent cooperation

a. is similar in similar geographic areas.
b. depends mainly upon the size of the local club.
c. should be discouraged for older members.
*d. depends mainly on what the 4-H leader expects.

d. depends mainly on what the 4-H leader expects.

4 Although 4-H leaders can do much with and for young people, their efforts can easily be multiplied many times through parent cooperation. Regardless of circumstances or living conditions, all children look to their parents first for basic needs. These basic needs include feelings of security, sanction of action, encouragement, direction and love. When a parent takes part in or otherwise supports a child's activities, it proves to the child that his parents are interested in him and want him to succeed.

For basic needs such as sanction of action, encouragement and feelings of security, the child looks first to

a. different supports depending on the environment.
b. 4-H and other youth supporting groups.
*c. his parents.
d. his immediate environment.

c. his parents.

A child knows that his parents are interested in him and want him to succeed when they

a. require him to join 4-H.
b. allow him total freedom in making decisions.
*c. take part in or support his activities.
d. compare him to his peers.

c. take part in or support his activities.

5 Most parents want to be successful parents. In addition to helping their children, most adults in order to be happy must continue to grow by changing their attitudes, knowledge or skills. Many adults who radiate a sense of well-being are the ones answering or seeking a call to be a part of a program which gives them opportunities to learn and associate with others. The majority of 4-H parents will respond eagerly when appropriately approached to do something which they as parents, already feel is important. Even parents who initially show disinterest, may respond when afforded an opportunity within their ability and encouraged by the leader. 4-H leaders may help by providing opportunities for 4-H parents to discuss in an easy manner their key responsibilities.

In order to be happy, most adults

a. need to participate in 4-H or other groups.
*b. must continue to grow by changing their attitudes, knowledge and skills.
c. must hold stable attitudes, knowledge and skills.
d. need to have 4-H work in their childhood.

b. almost all adults must continue growing or changing their attitudes, knowledge or skills in order to be happy.

In regard to 4-H work, the majority of 4-H parents	
a. need to be pushed at first to cooperate.	c. expect the 4-H leader to bear the entire burden.
*b. will respond eagerly if appropriately approached.	d. will volunteer to help the 4-H leader.

b. will respond eagerly if appropriately approached.

6 Volunteer 4-H leaders, regardless of thorough training and experience, do not have the time to assist each member with every aspect of his or her 4-H program. Parent cooperation is needed in order that full 4-H benefits may accrue to the members. In summary, parent cooperation contributes to the success of the 4-H program in general, helps young people receive much needed parental attention, and gives adults a feeling of fulfillment.

The 4-H program in general	
a. is unaffected by parental cooperation.	*c. can be made more successful through parent cooperation.
b. is highly structured and predetermined.	d. can be thoroughly executed by the 4-H leader alone.

c. can be made more successful through parent cooperation.

7 To obtain parent cooperation, the 4-H leader must capture the parents' attention and arouse their interests. Therefore, each 4-H leader must have a knowledge of key information about 4-H. All extension agents are eager to provide the necessary materials. Helpful information may include: What is 4-H? What are some of the benefits of 4-H to boys and girls, to the community, and country? Who makes 4-H possible? What do 4-H members do? To whom are they responsible? Who are the leaders? The list could go on. By combining a workable understanding of 4-H with leadership and the knowledge of how parents can best assist with the total 4-H program, the 4-H leader is well equipped to gain parents' help.

To obtain parent cooperation, the 4-H leader	
a. must have knowledge of key 4-H information.	c. must capture the parents' attention and interest.
b. should solicit the help of the extension agent.	*d. all of the above.

d. all of the above.

8 Before parents will be interested in assisting with 4-H, they must know about 4-H. Methods used to reach parents depend upon local circumstances. Therefore, in any neighborhood, volunteer 4-H leaders are the key contact people for parents. These local 4-H leaders, using guidelines set up by the extension agent, may arrange for radio and television programs, news articles or exhibits to provide parents with necessary 4-H information. In some areas, the members may want to present a special program for the parents. In other situations a meeting with 4-H parents for informal discussion, or even a home visit by the 4-H leader would be more useful.

Who are the key contact people for parents regarding 4-H?

a. the members.
*b. local 4-H leaders.
c. county extension agent.
d. other parents.

b. local 4-H leaders.

9 Inviting parents to participate in regular 4-H meetings and other functions builds understanding and creative interest. This is especially true if the parent can see his own child featured in a special program. However, the leader should be objective and fair in dealing with all young people. The parents must be able to see that he is not playing favorites and must refrain from favoritism themselves.

When parents participate in the local 4-H meeting they should

a. ignore their own children who are members.
b. favor their own children.
*c. be objective in dealing with all members.
d. keep their identity a secret.

c. be objective in dealing with all members.

10 Parents appreciate an invitation to visit the extension offices and met the professional 4-H staff. This can give parents an understanding of the total 4-H program in relation to the program for their county or city. Parental interest will grow when they can see the importance of 4-H in the lives of their own children, other boys and girls, and the entire community.

Most parents

*a. are interested in the total 4-H program.
b. are interested only in 4-H as it relates to their children.
c. will not respond to an invitation to assist with 4-H.
b. will gain little knowledge of 4-H from their children.

a. are interested in the total 4-H program.

11 Since parents can cooperate with 4-H in numerous ways, it is recommended that 4-H leaders compile a list of the possible ways. First, the 4-H leaders should list all the tasks which need to be accomplished. He should then attempt to match parents to these tasks according to interests and skills. This helps organize the 4-H program and gives parents encouragement and direction in performing a variety of roles.

To encourage parent cooperation, 4-H leaders should

a. allow parents to freely choose a task.
b. help members decide which parents to include in the program.
c. discourage members from identifying with parents.
*d. attempt to match parents to appropriate tasks.

d. leaders should attempt to match parents to appropriate tasks.

12 Parents benefit from the 4-H program by performing tasks and filling roles which are important to their own children, other children and the total community. Every boy and girl needs and appreciates parental guidance and suggestions in selecting 4-H projects and activities. A project selected with the parents' help not only acquires the understanding and support of the parent but also better fulfills the needs and interests of the member.

Parental aid in choosing a 4-H project or activity

a. is necessary only for younger members.
*b. is beneficial for both members and parents.
c. should be given only at the direction of the leader.
d. is rarely appreciated by the club members.

b. a 4-H project selected with parents' aid better fulfills the needs and interests of the members and gains the support of the parents.

13 Parents will be asked to provide the money needed for the chosen project. Supplying the material and equipment necessary for his child to gain additional knowledge, improve certain skills, or acquire new ones is one way parents can cooperate with 4-H. Cooperation may also include providing room for project work or a place to keep record books.

Parents cooperate with 4-H when they

a. allow the child complete freedom in choosing and carrying out a project.
b. force the child to earn the money needed for the project he chooses.
*c. supply the necessary material and equipment for the chosen project.
d. choose and help carry out a proper 4-H project for their child.

c. parents can best cooperate with 4-H by providing the necessary material and equipment.

14 Every 4-H member needs to be reminded from time to time about regular 4-H meetings, special project meetings, club and county events. It is important for parents to encourage and assist other children as well as their own to take part in every possible 4-H activity. Parents should help members maintain a calendar and develop the responsibility for checking it.

4-H parents should

*a. help members maintain and check a calendar of 4-H events.
b. give members the total responsibility for attending 4-H activities.
c. influence only their own children in 4-H matters.
d. force their children to take part in all 4-H activities.

a. help members maintain and check a calendar of 4-H events.

15 Parents should also help their children with 4-H projects. "Help" here, however, should not be confused with doing. The learning experience is for the child. Some children need parental encouragement to volunteer for a demonstration talk or to set up an exhibit. Members may also need parental guidance and suggestions as to where to get materials, ideas on how to arrange their materials, and encouragement to practice before making the presentation at a 4-H meeting. Parents and other members of the family can cooperate by serving as an audience for such practice sessions.

4-H parents should

a. not help members with their projects and thus lessen the learning experience.
*b. provide guidance, suggestions, ideas, and encouragement.
c. not encourage shy shildren to volunteer for a speech.
d. allow the 4-H leader to make the necessary suggestions.

b. provide guidance, suggestions, ideas, and encouragement.

16 4-H leaders should encourage parents to express appreciation for members' accomplishments. Parents should take the time to recognize a job well done. Parents may also serve as judges of demonstrations or score keepers at a 4-H judging event, attend 4-H camp or other 4-H events as adult advisors, have special social events for 4-H members, or assist with 4-H member initiation ceremonies. The possibilities for service are as varied as the leader's or parents' imagination. The main point is that 4-H leaders should learn about each parent's abilities and personal qualities in order to interest parents in sharing these with both 4-H members and other parents.

Parents can cooperate with 4-H by

a. serving as a demonstration judge.
b. being an adult advisor for 4-H camp.
c. providing transportation for 4-H events.
*d. all of the above.

d. all of the above.

17 Parent cooperation is retained and expanded when appropriate recognition is provided by volunteer 4-H leaders, 4-H members, other parents, extension personnel and the general public. There are many ways to give recognition to parents. Different types of recognition are appropriate for different parents. All parents can and should be recognized regardless of the particular ways in which they cooperated. In addition to public announcement, other forms of recognition such as private words of commendation and material rewards are appropriate.

4-H parents should be recognized

*a. regardless of the particular ways in which they cooperated.
b. only when they participate publicly in 4-H.
c. by private words of commendation only.
d. only by a public recognition by the extension service.

a. regardless of the particular ways in which they cooperated.

18 Parent cooperation is available to the 4-H leader who seeks it with the understanding that young people want parent participation and that, within their abilities, parents seek opportunities for self-fulfillment through helping their children. The leader must fully acquaint parents with 4-H and its impact on their children and their community. After identifying the capabilities of various parents, the leader must invite them to serve. In turn, it is the leader who supplies the support for success and provides the appropriate recognition.

In regard to parent cooperation in 4-H	
a. leaders should not attempt to influence parent participation.	*c. parents seek opportunities for self-fulfillment through cooperation with 4-H.
b. the parent alone must provide the necessary support for success.	d. most children resent their parent's involvement with 4-H.

c. parents seek opportunities for self-fulfillment through cooperation with 4-H.

9

4-H in the Community

The necessity of parent cooperation in the 4-H program has been demonstrated. The responsibility of the local 4-H program, however, extends past the parents to include the entire community. There is a reciprocal relationship between 4-H and the community.

In the following chapter, this two-way relationship which is based upon common goals is described.

1 The 4-H leader's interest in youth makes him a highly valuable member of the community. Through 4-H he contributes to growth, development and strength of all people concerned. The primary goal of a 4-H leader is to give youth guidance in making decisions and becoming responsible citizens in their family, community, state, nation and world.

What single characteristic of a 4-H leader makes him an especially valuable member of the community?

a. teaching ability.
*b. interest in youth.
c. status in the community.
d. interest in community problems.

b. his interest in youth makes him a valuable person in the community.

The primary goal of a 4-H leader is

a. to bridge the gap between youth and adults.
b. to teach youth about the community.
*c. to guide youth in making decisions and becoming responsible citizens.
d. to make the community aware of the 4-H club.

c. to guide youth in making decisions and becoming responsible citizens.

2 The relationship between a 4-H club and the community of which it is a part is dependent on three aspects: 1) the geographic region or source of membership, 2) the interest shown by leaders, parents, and members, 3) the influence the club has on the community.

Which of the following is not a major way mentioned for relating 4-H and the community?

a. interest.
*b. control.
c. influence.
d. geographic region.

b. control--interest, influence and geographic region are the three ways of relating 4-H to the community.

3 Based upon their own interests and feelings of need the 4-H clubers form a bond or relationship for common goals. As a result of this common bond the 4-H members, their leaders, and parents form a small community of interest.

The community of interest

a. refers to all the interests of the community within which the club is located.
b. refers to the interests of 4-H clubs throughout the country.
*c. is based upon the interest and needs of members, leaders and parents.
d. is composed of 4-H leaders, and community officials.

c. is based on the interests and needs of 4-H members, leaders and parents.

4 A 4-H club is often identified by the geographic area. The size and composition of different 4-H clubs are related to density of population, sponsoring institution, the terrain, interest of members, age of members, ethnic and cultural background of the people.

Which of the following could be a source of members for a 4-H club?	
a. a group of Spanish-American boys.	c. a group of 8-12 year old boys from the slums.
b. a group of Lutheran teenagers.	*d. all of the above could define a 4-H club.

d. all of the above could define a 4-H club.

5 The influence of 4-H can extend far beyond the individual 4-H members and the geographical area in which they live. The influence of 4-H members, leaders and supporters will be felt in all groups and by all people with whom they associate. These people are the "community of influence." The impact upon the community of influence will depend upon the depth and satisfaction of experiences the 4-H members plan and carry out, and the support of parents and others.

The influence of 4-H	
a. is limited to the geographical area of the club.	c. depends solely upon the size of the club.
*b. will be felt by all the people with whom 4-H members associate.	d. does not depend upon the satisfaction of experiences of the individual 4-H members.

b. will be felt by all the people with whom 4-H members associate.

6 People in the community where a club is organized must assume the responsibility for their 4-H club under the guidance of adult leaders. Each 4-H club should have one or more adults who assume the role of leadership and give guidance and direction to 4-H. These leaders should utilize as many people in the community as possible to develop an action-education program.

People in the community where a club is organized	
a. should assume financial responsibility for the 4-H club.	c. should not interfere with the program of the club.
*b. should be tapped by the 4-H leaders to help develop action-education program.	d. need not assume partial responsibility for the club.

b. should be tapped by 4-H leader to help develop an action-education program.

The 4-H club

*a. is the responsibility of the people within the community.
b. should have only one leader to assume the role of leadership.
c. can influence only the geographic area in which it is located.
d. influences only the immediate members.

a. is the responsibility of the people within the community.

7 The 4-H leader is the product of the community. He must be chosen and accepted by the people of the community. Understanding how the people feel about doing certain things, aspirations of youth, and the home situation are important considerations in planning a meaningful program. The 4-H leader's relationship with other people in the community is the foundation for the success of 4-H.

The foundation for the success of the 4-H club is the leader's

*a. relationship with the other people in the community.
b. recognition of community problems.
c. successful completion of a 4-H leadership training program.
d. experience outside the community.

a. is the leader's relationship with the other people in the community.

The 4-H leader should

*a. be selected from within the community.
b. be selected from outside the community.
c. not be selected without 4-H leadership training.
d. not be under 30 years of age.

a. the 4-H leader should be selected from within the community.

8 County extension agents should be used as resource people. They can provide the training and needed information for the adult leaders who plan and carry out the 4-H club program with the people in the community.

County extension agents should

a. visit the club monthly.
*b. be used by the leaders as resource people.
c. edit monthly bulletins.
d. attend each meeting.

b. be used by the leaders as resource people.

9 Different resources will be available in each community to assist 4-H leaders and members with 4-H. The 4-H leaders should make a list of the people in the community who are interested in young people, and who have special talents, materials or facilities. Based on a planned program he should list the ways these people could be of help and contact them personally. All of the leaders of the club should work as a team.

To utilize the available resources for a more effective club, 4-H leaders should

a. work individually.
b. solicit every member of the community.
c. contact only the people who volunteer.
*d. personally contact interested people.

d. personally contact interested people.

4-H leaders should not necessarily

a. work as a team.
b. use the county extension agent for information.
c. involve the community in his work.
*d. use exactly the same resources as other communities do.

d. 4-H leaders should not necessarily use the exact same resources will be available in different communities.

10 More can be done when more people are involved. Parents and people in the community should be included in the developing and executing of plans for the club whenever possible. People of the community will support a 4-H club if they are aware of the club's function and see that it is contributing through community service projects.

Community service activities should

*a. be performed by 4-H.
b. not be part of 4-H.
c. be for the benefit of 4-H.
d. not involve younger 4-H members.

a. 4-H members should perform community service activities.

4-H leaders should remember

a. more can be accomplished when fewer people are involved.
*b. people of the community will support the club if they are aware of its function.
c. the responsibility of developing and executing plans rests solely in the leader's hands.
d. the community should be represented at all meetings by a committee.

b. people of the community will support the club if they are aware of its function and see that it is contributing to the community.

11 4-H clubs should develop plans for conducting community service activities. For example, the club might launch a community improvement project. For any program not intrinsic to 4-H, it is beneficial to invite youth groups, civic organizations and community leaders to join the effort. Participation of several groups heightens the enthusiasm and improves the project.

4-H clubs should not

a. include parents in the planning of programs.
b. mingle and participate in other organizational projects.
*c. be completely separated from other youth groups.
d. attempt projects affecting the entire community.

c. be completely separated from other youth groups. (If answered #a.--refer to paragraph 10.)

4-H members may improve their group projects by

*a. inviting other groups to join them.
b. limiting them to intrinsic 4-H business.
c. involving fewer people and thus less red tape.
d. going about them more scientifically.

a. by inviting other groups to join them.

12 4-H publicity is exciting and helpful for the club. All of the interesting things the club does is potential news. Publicity, to be most effective, should emphasize what participation in 4-H is doing for the individual members. Individual names should be used. Everyone likes to see his name in print. Members will appreciate this honor and be more willing to help.

To be most effective, publicity should

a. list all of the interesting things the club does.
*b. emphasize how participation benefits the individual members.
c. not use individual names.
b. be limited to news bulletins.

b. should emphasize how participation benefits the individual members.

13 Newspapers, radio, and television are wonderful ways to acquaint the community with 4-H. As a result of increased knowledge of 4-H, through publicity, leaders will find that cooperation in the community is improved. Publicity, thus, is beneficial to both 4-H members and the community.

Carefully planned 4-H publicity

*a. benefits both members and the community.
b. need not be used in small communities.
c. should be limited to club newsletters.
d. should be confined to printed material.

a. benefits both members and the community.

14 Adult 4-H leaders have the responsibility of acquainting themselves with other youth organization leaders in the community. These leaders should be familiar with the activities of other youth organizations. Cooperation with other youth organizations is vital for better community projects.

It is the responsibility of the adult 4-H leaders to

*a. get acquainted with other youth organization leaders in the community.
b. study each member individually.
c. discourage publicity which emphasizes 4-H efforts.
d. keep local media from printing individual names.

a. get acquainted with other youth organization leaders in the community.

15 Community service projects, such as helping the retarded, handicapped, or orphaned are very educational for 4-H members. The club may plan and carry out drives for food and clothing, or present entertainment for the underprivileged. These community service projects are a good way to bridge the gap from the club to the community.

A good way to unite the club and the community is

a. to hold joint meetings.
*b. for the club to undertake community service projects.
c. to give the club limited publicity.
d. to choose leaders from outside the community.

b. is for the club to undertake community service projects.

Which of the following is <u>not</u> an example of a community service project by 4-H members?

*a. picnic to the city park.
b. a Saturday afternoon of cleaning up the park in conjunction with the boy scouts.
c. a paper drive to buy comic books for the orphanage.
d. a 4-H sing out at an old people's home.

a. a picnic to the city park does not benefit members of the community.

16 Since the people in the community are responsible for the 4-H club, the leaders, members and parents of the club must recruit the needed adult leaders from the community. Before potential adults or teenagers are asked to be leaders, the recruiters must consider the size of the group, the frequency of meetings and the personal qualifications of the leader. The best overall qualification of a potential leader is an interest in young people.

The recruitment of needed adult leaders is the responsibility of

a. the leaders and parents only.
b. the parents and regional director only.
c. the members, leaders and city mayor only.
*d. the leaders, members and parents.

d. the leaders, members and parents have the adult recruitment responsibility.

The best overall qualification of a potential leader is

a. sincere personality.
b. available time.
*c. interest in young people.
d. ability to discipline.

c. interest in young people.

17 There are several methods used to secure 4-H leaders. Adult leaders, interested adults and parents of 4-H members may form a recruitment committee to identify possible leaders and personally contact them. Another method is to call a meeting of all parents from which volunteers may be requested. A third method is for several leaders or several members to contact the person they wish to be the leader. In every situation personal contact must be made when recruiting leaders for the club.

When recruiting 4-H leaders

a. only 4-H parents should be considered.
b. it is most important to have only the members contact the new leader.
c. adult leaders should form a recruitment committee and contact potential leaders by mail.
*d. personal contact should be made.

d. personal contact should be made when recruiting leaders for the club.

Which of the following is not recommended as a method of recruiting 4-H leaders?

a. a recruitment committee should be formed.
b. a meeting of parents should be called.
c. personal contact by members should be utilized.
*d. formal letters of invitation should be sent.

d. personal contacts should always be made.

18 Parents are usually the best source of adult leaders, but not the only source. Churches, civic organizations, interest clubs, and colleges may also be able to provide leaders for the club.

The best source of adult leaders is usually

a. the local college.
b. civic organizations.
*c. parents.
d. church groups.

c. parents, but the other alternatives are also useful sources.

19 4-H is needed in the community. It is a source of personal development. The feeling of belonging to a group is essential for happiness, emotional stability, and personal development. 4-H is an exciting, worthwhile way of providing youth with group identification.

The feeling of belonging to a group is essential for

a. emotional stability.
b. personal development.
c. happiness.
*d. all of the above.

d. all of the above.

10

Resources to Help You

The previously discussed relationship between 4-H and the community is evident in the use of community resources in the local 4-H program. Effective use of these resources will create a climate for leadership development in the community.

These potential resources are enumerated in this last chapter. The 4-H leader, armed with a knowledge of the nature of learning, as well as developmental and motivational patterns of youth, should now be able to utilize parental and community resources in planning the local 4-H program.

1 The secret of community leadership lies not so much in finding a few outstanding people who have the knack of making things happen as in the development of a pattern of cooperative effort in which the talents of every person find opportunity for expression. Skillful use of resources creates a climate for leadership development in the community for both youth and adults.

The secret of community leadership may be most adequately summed up by the word	
*a. cooperation.	c. permissiveness.
b. control.	d. reward.

a. cooperation is the secret of community leadership.

A climate for leadership development is created by the proper use of	
a. parents.	c. ability.
*b. resources.	d. time.

b. skillful use of resources creates a leadership development climate.

2 True leaders emerge in a social climate which fosters their development. The community that succeeds in bringing talents to light recognizes at least five important facts: 1) leaders are made, not born, 2) a leader is not necessarily an overall leader. Most leadership talent is of a specialized nature. 3) recognized leaders must not monopolize positions of influence. The latent resources of others must be given a chance to materialize, 4) petty jealousies should not be allowed to blemish the community. Good leaders work best in a wholesome atmosphere, and 5) many existing agencies and new and different resources can be channeled to enrich the 4-H member's experiences.

Leaders generally emerge in a social climate which	
*a. fosters their development.	c. is disorganized.
b. rewards them.	d. needs a leader.

a. leaders emerge in a climate which fosters their development.

Which of the following is true of leaders	
a. leaders are born.	c. leaders should monopolize positions of influence.
b. leaders are overall leaders.	*d. leaders must recognize the latent leadership abilities of others.

d. leaders must recognize the latent leadership abilities of others.

3 Extension work has long made it a policy to try to give people the resources necessary for leadership, the opportunities to assume a leader's role, and the experience by which they can build their own self-confidence and earn the confidence of others. Forward-looking educators recognize that continuous effort to find resources is essential for program growth. They also recognize that leadership development is a step-by-step process, frequently starting by accepting a resource person's short, specific responsibility.

Forward-looking educators recognize that continuous effort to find resources is

a. a job of leaders.
b. necessary for leader development.
*c. essential for program growth.
d. the job of 4-H members.

c. finding resources is necessary for program growth.

Leadership development is most accurately described as

a. a continuous process.
b. a necessity in 4-H.
c. a responsibility of parents.
*d. a step-by-step process.

d. leadership development is a step-by-step process.

4 Several steps in the process of identifying and developing resources are presented in this chapter to help leaders effectively use resources. These steps are: 1) identification of resources, 2) selecting of resources, 3) orientation of resource people, 4) training and supervision of resource people, 5) recognition and rewards for resource people, and 6) evaluation of resources.

The last step in the process of identifying and developing resources is

*a. evaluation.
b. identification.
c. orientation.
d. conclusion.

a. evaluation of resources is the last step in the resource identification and development process.

5 In the identification of resources a knowledge should be developed of the four types of resources available. These are human resources, printed materials, audio-visual aids, and group activities. A list of the specific resources and their special uses and purposes is given below:

Human Resources

Speaker	Presents knowledge and experiences and with personal touch. Can be inspirational. Can interact with group through questions and answers.
Debate	Presents opposing points of view. Focuses on points of controversy. May clarify issues.
Symposium	Presents several points of view or kinds of experience.
Panel	Shows several minds at work cooperatively on a problem.

Human Resources (Cont.)

Consultant	Makes special knowledge and experience available for the group's own needs and problems.
Demonstration	Provides a direct, common experience. Permits interpretation of process through words and illustration of words by process.
Parent/Parent Committees	Provides guidance, assistance and support.
Activity Leaders	Provide direct experience for group in desired activity.
Junior Leader	Provides teaching, organization, and activity assistance.
Special Interest Leader	Provides special knowledge and experience.
Leader Trainer	Provides special knowledge and experience to volunteer leader in a subject or organization.
4-H Alumni	Bring former 4-H experience for assistance and support.
Extension Staff	Present special knowledge and experience. Can be inspirational.
Other experienced leaders	Present practical specific information and experience.
Former leaders	Share wealth of experience and knowledge in areas where they had leadership.

Printed Materials

Books	Present knowledge and experience thoroughly. Make thinking of best minds available at convenience of reader.
Pamphlets	Provide knowledge and experience in special areas in condensed form. Inexpensive.
Study Guides	Provide progressive learning experiences toward planned goals.
Manuals	Give instruction in performance of skills.
Newspapers, magazines, reports, periodicals, and catalogs	Provide reports of current events and contemporary ideas. Readily available. Inexpensive.
Bibliographies, reading lists	Provide over-view of literature available on selected subjects.

Audio-Visual Aids

Blackboard or newspad	Permits creative and simultaneous illustration of ideas by speaker. Especially valuable for listings. Highly flexible.
Motion picture	Provides wide range of knowledge and experience. Condensed and selected. Makes possible visualization of realities otherwise out of reach. Conveys movement.
Slides, slide films, opaque projections, and stereographs.	Permit personal interpretation and expansion of visual experience. Visual images can be enlarged greatly and held indefinitely.
Charts and graphs	Especially valuable in communicating statistical ideas.
Maps and globes	Permit visualization of geographical relationships.

Audio-Visual Aids (Cont.)

Photographs	Provide permanent visual records of local situations. Also have a public relations value.
Exhibits, bulletin boards, models, mock-ups, and specimens.	Provide concrete examples of wide range of objects. Permit organization in terms of functional operation, developmental sequence, categories, etc. Can be examined closely.
Puppets	Permit creative portrayal of situations.
Radio and television	Provides rapid reports of contemporary events. Makes available the ideas and talents of large audience.
Tape or wire recordings	Make precise record of groups or individual performance. Available for later detailed analysis. Can be stopped at any point for discussion.

Group Activities

Tours, field trips, and excursions	Provide first-hand observation of situations.
Pageants	Enable groups to portray historical events and to get a greater emotional identification with them.
Role Playing	Enables group to develop insights into cause and effect relationships and test ideas for producing change in human relationships.
Discussion	Permits maximum use of experiences of individual group members as resource for total group. Valuable for feedback and clarification of ideas.

Group Activities (Cont.)

Arts and Crafts Activities	Provide creative self-expression, translation of ideas into objects.
Skits	Permit creative illustration of ideas and situations.

Which of the following is not one of the four main types of resources available?

a. human.
b. printed.
c. audio-visual.
*d. demonstrational

d. demonstrational--the fourth kind is group activities.

Charts and graphs are

a. human resource.
*b. an audio-visual resource.
c. a group resource.
d. a printed resource.

b. an audio-visual resource.

An example of group activity is

a. puppets.
b. radio-television
*c. role playing.
d. leader training.

c. role playing.

Skits

*a. permit creative illustration of ideas and situations.
b. provide first-hand observation of situations.
c. give instruction in performance of skills.
d. presents several points of view or kinds of experience.

a. skits permit creative illustration of ideas and situations.

6 One aspect of the identification of resources is a knowledge of where to find these resources--the "sources for resources!" These sources include a wide variety of people, institutions and organizations which can supply many types of information and aid. For any one project, it may be advisable to bring in the services of a number of different people and agencies.

"Sources for resources" refers to

a. a list of knowledgeable persons in the community.
b. community service organizations.
*c. a knowledge of where to find resources.
d. a bibliography of resource people.

c. a knowledge of where to find resources.

7 In order to insure that all of the facilities and services of the community are being utilized it is helpful to list the specific available sources under several main headings. These main categories of sources for resources are: 1) city and county boards, bureaus, and departments, 2) state boards, bureaus, and departments, 3) local branches of federal agencies, 4) other types of local organizations such as educational, industrial and welfare organizations. In addition to these there are other miscellaneous sources of information such as the classified section of the telephone book.

In order to insure that all of the facilities and services of the community are being utilized it is helpful to

*a. list the specific resources.
b. assign members to various facilities.
c. check all resources personally.
d. look at the local newspaper every night.

a. list the specific resources to insure that all of the facilities and services are being utilized.

8 Another source for resources which can be developed for local use is a Resource Talent Finder. This would consist of a file of persons in the community and relevant information about them. This information would include times available, special interests and abilities, memberships, a list of the things the person can do or would like to do and the resources which he has available as well as any pertinent facts.

A Resource Talent Finder consists of

*a. persons.
b. institutions.
c. schools.
d. leaders.

a. a Resource Talent Finder consists of a file of persons in the community and relevant information about them.

9 In addition to the Resource Talent Finder, a Resource Record of other resources could be developed. Such a file allows for easy exchange of information with other groups, is readily accessible to everyone, is flexible and easily kept up to date, and preserves information for future leaders.

The Resource Record

a. is the same as the Resource Talent Finder.
b. is a list of national resources.
*c. allows for easy exchange of information.
d. supplements the Resource Talent Finder.

c. a Resource Record allows for easy exchange of information with other groups.

10 The Resource Record would have a number of categories by which resources could be classified. This classification systems will have to be developed for the specific community. Such a record could consist of 3 x 5 cards and might look like this:

RESOURCES RECORD

. . . .
(Date) (Classification)

Organization or Name: . . . . . .

Business Address: . . . . . Zone. . . . .

Business Telephone: . . . . . Home Tel . . . . .

Home Address: . . . . . .

Nature of Resource: . . . . . .

. . . . . .

Conditions of use (Fee, Equipment Required, etc.) . . . . . .

. . . . . .

A Resource Record should have classifications developed for

a. the specific purpose.
*b. the specific community.
c. general use of members.
d. easy filing.

b. the Resource Record should be developed for the specific community.

11 In the Resource Record it may be advisable to cross-reference certain resources under different classifications. Many resources for this file can be obtained by watching the news media of the community. Although the development of these files may seem time consuming at first, in the long run it will undoubtedly save time.

Cross-referencing in the Resource Record

*a. is recommended.
b. should be avoided.
c. is only useful if every entry is cross-referenced.
d. should only be done for people.

a. cross-referencing is recommended.

12 Resource people can conveniently be grouped into three types: 1) those who have an ability to communicate with other people in the community, 2) those who are able, because of prestige or status, to secure things or facilities, and 3) those who have a specific job skill.

Which of the following is not one of the three main classifications for resource people?

a. communication.
b. prestige.
c. skill.
*d. education.

d. education is not a main category.

13 Because of these differences in resource people it is advisable to match the type of resource person to the type of task to be performed. A communication or prestige resource person frequently dislikes to be asked to do a job skill task, and the job skill resource person may have similar feelings about being asked or expected to be a communicator or prestige person.

Asking a communication resource person to perform a job skill task

*a. should be avoided.
b. is desirable.
c. depends on the person involved.
d. is better than asking them to perform a communication task.

a. should be avoided--the person should be matched with the job.

14 In regard to selecting resource people it is necessary to understand the factors which motivate a resource person to give assistance. By understanding these factors, it becomes possible to use them to obtain the best and most enjoyable results when working with resource people.

Understanding motivations of resource people

a. is not necessary.
*b. makes possible the best results.
c. should be de-emphasized.
d. is usually an easy task.

b. understanding motivations gives the best results.

15 Possibly the primary motivation for the resource person is that he feels needed because the person asking for help is sincere. People like to be asked to help and to feel needed by others.

The most likely primary motivation for resource people is

*a. feeling needed.
b. extrinsic.
c. able to be manipulated.
d. always satisfied.

a. the primary motivation is feeling needed.

16 A second source of motivation may be a sense of achievement because the resource person feels that he has accomplishments and abilities that are being recognized by other people when they ask him for help. A source of motivation related to this is a sense of excellence gained from the knowledge that he can do something better than most other people.

Achievement as a source of motivation	
*a. is important for resource people.	c. usually applies only to members.
b. should be played down.	d. is usually inferior to monetary reward.

a. achievement is an important source of motivation for resource people.

17 Other factors which enhance the motivation of resource people are to define clearly what is expected of them, to allow for completion of their part in a relatively short time, and to set down a definite beginning and end for the job. It is important also that the right person ask him to do the job--a person having adequate information about the task. Further, a factor in his accepting future requests for help will be a knowledge that he is free to use his own ideas, abilities and creativity when appropriate.

The person who asks the resource person to help should	
a. have information about the person.	*c. have adequate information about the task.
b. be free to approach the resource person any time.	d. be an older member in charge of a committee.

c. the person asking should have adequate information about the task.

18 In selecting resource materials it is advisable to develop a few basic guidelines. Reference materials and audio-visual aids should have the following fundamental qualities: 1) the information given should be as accurate as possible, 2) it should not have a bias or an ulterior motive, 3) it should be at the interesting and understanding level of the young people using it. If there is a question about the material ask the council of a recognized authority on the subject.

If there is a question about resource material one should	
*a. ask the council of a recognized authority.	c. write to national 4-H.
b. do library research.	d. do not use the resource and thus be safe.

a. ask a recognized authority.

19 Orientation, as used here, is probably the phase in resource development which is most often overlooked or passed over lightly by professional and volunteer leaders. In orientation, emphasis is placed on the expectations of the job for the resource person. Orientation is based on the fact that people must know what is expected of them before they can perform adequately.

The phase in resource development probably most often overlooked is	
*a. orientation.	c. evaluation.
b. identification.	d. coordination.

a. orientation is most often over-looked.

In orientation, emphasis is placed on

a. rewards.
b. abilities.
*c. expectations.
d. education.

c. emphasis in orientation is placed on expectations.

20 Proper orientation of a resource person should consist of explaining the philosophy and objectives of 4-H to him and giving him a brief description of the situation which might include the methods that are suitable, the size of the group, the members' expectations, the facilities available, the time and place with directions for reaching it and the leaders' expectations and the way the leader will function.

Proper orientation of a resource person should not include

a. 4-H philosophy.
b. suitable methods.
c. members' expectations.
*d. past projects.

d. orientation need not include past projects.

21 The resource person should be made to feel that his task is important to the program and he should be told of the satisfactions of working in a youth program. The resource person should also be properly introduced to the club or group with whom he is to work. The orientation process should be accomplished by individual contacts.

The orientation process for the resource person should be accomplished by

a. group contacts.
b. member visits.
c. informal meetings.
*d. individual contacts.

d. the orientation process should be accomplished by individual contacts.

22 It is important to recognize the characteristics of good working relationships between the resource person and the leader. This will have much to do with the successful development of the resources program in terms of getting better volunteers, retaining them longer, and getting better service from them. If we assume a partnership philosophy, it seems apparent that we can expect certain things from resource people and they can expect certain things from us.

What is most important to assume when working with resource people?

a. a mutual interest.
*b. a partnership philosophy.
c. a complete knowledge.
d. a patriotic interest.

b. a partnership philosophy is assumed when working with resource people.

23 In those situations where people are working together cooperatively and have established good working relationships, we usually observe the following: 1) people are clear on their purposes and goals, 2) they work with a system and in an organized way in relation to a realistic time budget, 3) there is mutual respect, confidence and trust, 4) there is a warm, friendly, and relaxed attitude and an openness of communication, and 5) destructive blame and/or hollow praise are absent.

In those situations where people are working together cooperatively we usually observe

a. undecided goals.
b. no particular system of organization.
c. a great deal of hollow praise.
*d. a clarity of goals.

d. we usually observe a clarity of goals and purposes.

24 The key factor in establishing good working relationships with resource people is being sensitive to oneself as a leader. If the leader knows what he expects of himself, he can relate it to what the resource people expect of him and what he expects of the resource person. In this way it is possible to arrive at a mutually agreed upon working relationship.

The key factor in establishing a good working relationship with resource people is sensitivity to

*a. oneself as a leader.
b. the resource people.
c. the situation.
d. members' feelings.

a. the key factor in good working relationships is sensitivity to oneself as a leader.

The key factor of sensitivity to oneself as a leader is important because

a. he is responsible for the project.
*b. this helps him to relate himself to the resource person.
c. it is the basis of good leadership.
d. he is able to keep in mind that he must remember that the members come first.

b. sensitivity helps the leader relate to the resource person.

25 Training/supervision is an educational process by which the leader helps resource people to learn, grow, and strengthen their skills in accordance with their needs and capacities so that they can provide the best possible service to the 4-H program. Good supervision of resource people requires that he participate with the leader as a full partner. This is where a good working relationship with resource people comes in.

The training/supervision process

a. is necessary for the members' learning.
*b. is aimed at getting the best service from the resource people.
c. is the way that the members get to know the resource person.
d. is the parents' responsibility.

b. training/supervision provides for the best service from the resource person.

Good supervision of the resource people by the leader requires

a. education.
b. orientation.
*c. participation.
d. acknowledgement.

c. good supervision requires participation of the resource person as a full partner.

26 Supervision is the means that the leader uses to guarantee and maintain responsible service from the resource person to the youth with whom he works. It is a tool for carrying out his function as a 4-H youth leader when working with resource people.

The means that the leader uses to guarantee and maintain responsible service from the resource person is

a. reward.
b. help.
c. leadership.
*d. supervision.

d. he uses supervision to guarantee and maintain responsible service from the resource person.

27 In regard to the supervisory role, there are some basic understandings which the leader needs to gain. He must understand his own feelings about being a supervisor, about the purpose of supervision, and about accepting the responsibility to help other people to learn and perform better. He must understand the resource people as individuals; that is, their motivations and needs. He must also understand 4-H youth--and what contributions resource people can make toward meeting their needs.

The 4-H leader, as a supervisor, must understand resource people as individuals with particular

a. ideas about 4-H education.
b. reasons for joining 4-H.
*c. motives and needs
d. talents to be developed.

c. motives and needs.

28 The elements in an overall program of training/supervision are: 1) study of the basic purpose of the 4-H program and the use of resources, 2) definition of the resource needs, 3) assessment of resources in relation to agreed-upon standards, 4) recruitment, selection and orientation of resource people, 5) placement of resource people according to his abilities and interests, 6) planned conferences with resource people, 7) systematic observation of resource people, and 8) consideration of expanded and progressive tasks for resource people.

An element in the overall program of training/supervision is

*a. planned conferences with resource people.
b. classroom sessions.
c. community tours with resource people.
d. orientation by members.

a. an element in training/supervision is planned conferences

29 Recognition is a basic human need. Recognition should be a continuous process in the total development of resources--it should be in operation at all times. The basic forms of recognition are tangible (a $25 honorarium) and intangible (a feeling of accomplishment).

Recognition in the development of resources should be

a. in operation occasionally.
b. sparingly used.
c. always extrinsic.
*d. a continuous process.

d. recognition should be a continuous process.

The basic forms of recognition are

a. extrinsic and intrinsic.
*b. tangible and intangible.
c. money and praise.
d. good and bad.

b. the basic forms of recognition are tangible and intangible.

30 Here are some basic ways in which recognition can be given: 1) let people know they are needed, 2) encourage expressions of appreciation from others, 3) give publicity where it is due, but not at the expense of others, 4) give recognition by providing prominent parts in meetings, tours, events, etc., and 5) proceed with caution--unearned or too flowery recognition is usually resented.

Unearned recognition is

a. sometimes good.
*b. usually resented.
c. never harmful.
d. often required.

b. unearned recognition is usually resented.

31 There are also forms of recognition which the resource people report receiving, but which were not planned. These include such things as friendships made, better understanding of people and a clearer view of problems.

A type of recognition often reported by resource people, but not planned is

a. money.
*b. friendship.
c. publicity.
d. appreciation.

b. friendship is a form of recognition seldom planned, but often reported.